


# The Role of Mass Media in the Development of English Language Skills among Grade V and VI Pupils of Lawed Elementary School, Canabuan, Santa Fe, Nueva Vizcaya

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## Index Terms:

instructional supervision, teaching performance, public elementary schools, classroom observation, teacher effectiveness, Minglanilla Central Elementary School

**Abstract.** English language skills are essential for academic achievement, communication, and professional growth. In today's digital era, mass media such as television, radio, newspapers, magazines, and online platforms significantly influence learners' communication skills and language development. This study examined the role of mass media in enhancing the English language skills of Grade V and VI pupils at Lawed Elementary School, Canabuan, Santa Fe, Nueva Vizcaya. Specifically, this study investigated respondents' exposure to different forms of mass media, their media preferences, the English language skills developed through media exposure, the challenges encountered, and the relationship between media exposure and language proficiency. A descriptive-correlational research design was employed involving sixty-six (66) Grade V and VI pupils selected through total enumeration. Data were gathered using an adapted and modified questionnaire and analyzed using frequency counts, percentages, weighted mean, standard deviation, Pearson r correlation, independent samples t-test, and one-way ANOVA. The findings revealed that the respondents were frequently exposed to television and radio, while exposure to newspapers and magazines was moderate. The pupils demonstrated highly developed listening, speaking, reading, and writing skills, with reading skills having the highest mean score. The results further showed a significant positive relationship between mass media exposure and English language skills. Significant differences in language proficiency were also observed when respondents were grouped by gender and age. The study concluded that mass media serves as an effective educational tool that supports and enhances English language development among elementary school learners.

## Introduction

English language skills are important for education, communication and professional growth. In the digital age, mass media such as TV, radio, newspapers, magazines, and online platforms play a significant role in shaping how learners develop their communication and language abilities. These media outlets offer real-life language exposure and meaningful learning experiences that boost vocabulary, comprehension, pronunciation, and communication. Ramilo and Anselmo (2025) stated that interactive supplementary materials improve students' engagement, participation, and understanding in the learning process. In today's education, multimedia and technology-based resources are widely used to make learning more engaging, interactive, and effective. Research has shown that digital media and technology-integrated teaching can significantly enhance learners' English proficiency and communication skills (Alam, 2025). Similarly, Anselmo et al. (2024) emphasized that mobile learning tools and multimedia technologies improve learners' engagement, understanding, and academic performance through interactive learning experiences. Therefore, incorporating media literacy and communication skills into the curriculum is crucial for preparing students to communicate effectively in the 21st century (Lushchik et al., 2024; Pala 2024).

In the Philippines, many students still find it difficult to use English effectively, despite being exposed to mass media. English is the country's second language and is widely used in education, business, and other professional areas. However, Filipino learners often struggle with grammar, pronunciation, comprehension, and confidence when speaking and writing English.

These challenges are often due to limited opportunities for real-life English communication and issues with bilingual education policy (Esquivel, 2021). Although the K-12 curriculum includes media-based activities to boost communication skills, many students still face hurdles in improving their English proficiency (Magno et al., 2024; Ramos 2025).

At the local level, Grade V and VI students at Lawed Elementary School in Canabuan, Santa Fe, Nueva Vizcaya, are exposed to various forms of mass media that might influence their language development. Through television, radio, newspapers, magazines, and digital content, students get a taste of real-life English language use, which could help enhance their listening, speaking, reading, and writing (LSRW) skills. However, they still face challenges in comprehension, pronunciation, sentence construction, and confidence when communicating in English. Therefore, it is important to examine students' media exposure, preferences, language skills developed, and the problems they encounter to determine how mass media can be effectively used to support English language learning.

Numerous studies have investigated mass media exposure, communication skills, and language development. However, there is a paucity of research specifically examining the role of mass media in enhancing the English language skills of elementary pupils, particularly those in Grades V and VI in rural public schools. Furthermore, few studies have assessed the combined impact of radio, television, newspapers, and magazines on the listening, speaking, reading, and writing skills. There is also a notable absence of localized research involving pupils from the Lawed Elementary School in Santa Fe, Nueva Vizcaya, Philippines. Consequently, this study seeks to address these gaps by exploring the role of mass media in the development of English language skills among Grade V and VI pupils in the local context of the Gambia.

#### *Research Questions*

This study sought to determine the role of mass media in the development of English language skills among Grade V and VI pupils of Lawed Elementary School, Canabuan, Santa Fe, Nueva Vizcaya. Specifically, it aims to answer the following questions:

1. What is the profile of the respondents in terms of Age; and Gender?
2. What is the extent of the respondents' exposure to different forms of mass media, such as newspapers, radio, television, and magazines?
3. What are the respondents' preferences regarding different forms of mass media in terms of: Newspaper sections, Radio programs, Television programs and Types of magazines?
4. What is the level of development of the respondents' English language skills in terms of listening, speaking, reading, and writing skills through exposure to mass media?
5. What problems do the respondents encounter in using mass media for the development of their English language skills in terms of question # 2
6. What measures can be proposed to further enhance respondents' English language skills through mass media?
7. Is there a significant relationship between the respondents' exposure to mass media and the development of their English language skills?
8. Is there a significant difference in the respondents' English language skills when grouped according to sex?
9. Is there a significant difference in the respondents' English language skills when grouped by age?

#### *Theoretical & Conceptual Framing*

The conceptual and theoretical diagram illustrates the relationship between mass media exposure and the development of English language skills among Grade V and VI pupils of the Lawed Elementary School. The upper portion of the diagram presents the theoretical foundation of the study, which is anchored on three major theories: Albert Bandura's social learning theory, Daft and Lengel's media richness theory, and Jean Piaget's constructivist theory. Social Learning Theory explains that pupils learn language through observation, imitation, and interaction with media content such as television, radio, newspapers and magazines. Media Richness Theory emphasizes that different forms of media provide rich and meaningful communication experiences that assist learners in effectively understanding and processing information. Meanwhile, Constructivist Theory explains that pupils actively construct knowledge and language skills through their experiences and engagement with mass media materials. The lower portion of the diagram presents the input-process-output (IPO) framework of the study. The input included the respondents' profiles, exposure to different forms of mass media, preferences, language skills developed, and problems they encountered. These inputs undergo a process that involves the integration of mass media into English language learning activities, such as listening, speaking, reading, and writing exercises, as well as assessments conducted among pupils. Through learning and engagement, the process leads to an output, which is the improvement of English language proficiency, particularly in listening, speaking, reading, and writing. The diagram, therefore, explains that effective exposure to and utilization of mass media contribute significantly to the enhancement of English language skills among Grade V and VI pupils of Lawed Elementary School.

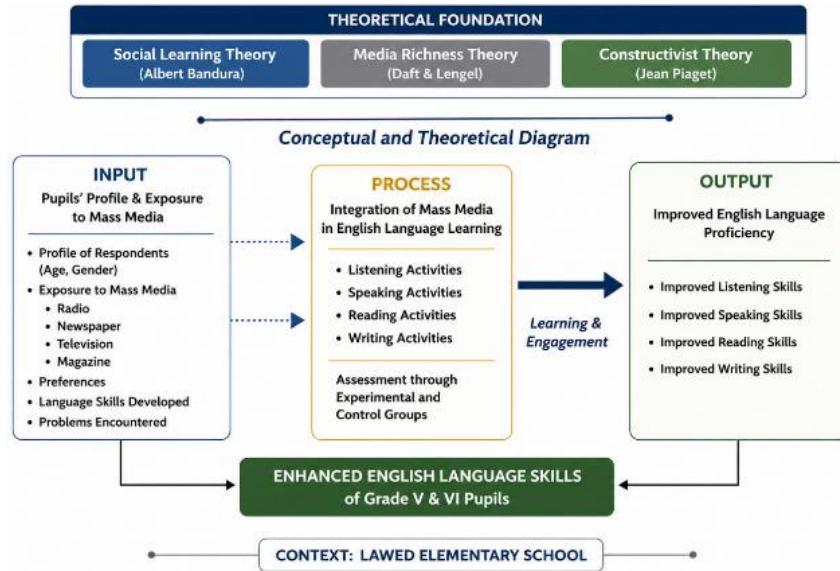


Figure 1 The Role of Mass Media in the Development of English Language Skills among Grade V and VI Pupils Mapping of the study

## Methodology

### Research Design

This study employed a descriptive correlational research design to explore the role of mass media in enhancing English language skills among Grade V and VI pupils at Lawed Elementary School, Canabuan, Santa Fe, Nueva Vizcaya. The descriptive method was utilized to outline the respondents' profiles, extent of exposure to mass media, preferences, language skills developed, challenges faced, and suggested measures for improving English language learning through mass media. Meanwhile, a correlational design was carefully applied to examine the significant relationship between mass media exposure and English language skills, as well as the notable differences in language skills when respondents were grouped by sex and age. This research design was deemed appropriate as it allowed the researcher to systematically gather, analyze, interpret, and present quantitative data on the influence of mass media on pupils' English language development in the Philippines.

### Research Locale

This study was conducted at the Lawed Elementary School, situated in Barangay Canabuan, Santa Fe, Nueva Vizcaya, Philippines. This esteemed institution is among the public elementary schools in the municipality that offers basic education to students from nearby communities. The locale was thoughtfully selected as the researcher aimed to explore the role of mass media in the development of English language skills among Grade V and VI pupils within the local educational setting. The school was also deemed suitable for the study because the pupils had the opportunity to engage with various forms of mass media, such as television, radio, newspapers, magazines, and digital media, which may have positively influenced their communication and language skills.

### Research Participants

The respondents of the study comprised sixty-six (66) Grade V and VI pupils who were enrolled at Lawed Elementary School during the School Year 2025–2026. The group included both male and female pupils, selected through total enumeration to ensure that all Grade V and VI pupils were represented in the study. These pupils were chosen because they are at a stage where listening, speaking, reading, and writing skills are actively developed and strengthened through classroom instruction and exposure to mass media. Their participation was invaluable in providing relevant information regarding the influence of mass media on English language development among elementary-school learners.

### Research Instrument

This study employed an adapted and modified questionnaire as the primary data collection tool. The questionnaire comprised several sections designed to collect information on the respondents' profiles, their level of exposure to various

forms of mass media, preferences regarding mass media, English language skills developed, challenges encountered, and proposed measures to enhance language learning through mass media. The instrument was adapted from related studies and modified to align with the objectives and context of this study. To ensure content validity, the questionnaire was reviewed and validated by the research adviser and selected experts in education and language. Necessary revisions and corrections were made prior to the final administration.

#### *Data Gathering Procedure*

The researcher adhered to systematic procedures while conducting the study and collecting necessary data. Initially, the researcher prepared and finalized the research questionnaire with the guidance and approval of the research advisor. Following the validation of the instrument, a formal letter requesting permission to conduct the study was submitted to the principal of Lawed Elementary School. Upon receiving approval, the researcher personally administered the questionnaires to the Grade V and VI students. Prior to distributing the questionnaires, the respondents were informed of the purpose and significance of the study and were provided with clear instructions on how to complete the instrument. The researcher ensured that the respondents answered the questionnaire honestly and independently. In addition, observations and informal interviews were conducted to support and validate the responses obtained from the respondents. After retrieving the questionnaires, the collected data were organized, tabulated, analyzed, and interpreted using appropriate statistical tools, including frequency count, percentage, weighted mean, standard deviation, ranking, Pearson r correlation, t-test, and one-way analysis of variance (ANOVA).

#### *Statistical Treatment of Data*

The data collected in this study were analyzed and interpreted using the appropriate statistical tools. Frequency counts and percentages were employed to understand the profile of respondents and their preferences regarding different forms of mass media. Weighted mean and standard deviation were used to assess the extent of exposure to mass media, the level of English language skills developed, the problems encountered, and the suggested measures for enhancement. Pearson's r correlation was applied to explore the significant relationship between mass media exposure and English language skill. An independent samples t-test was conducted to examine the significant difference in English language skills when respondents were grouped according to gender, while a one-way Analysis of Variance (ANOVA) was used to determine the significant difference in English language skills when grouped according to age. The level of significance for inferential statistics was set at 0.05.

#### *Ethical Considerations*

This study was conducted with the utmost adherence to ethical standards, ensuring that all research and data collection from the respondents were handled with care and respect. Permission to conduct the study was obtained from the school administration prior to questionnaire distribution. Respondents were informed about the study's objectives and purpose, and their participation was voluntary. The researcher took great care to assure respondents that all information collected would be treated with the highest level of confidentiality and used solely for academic and research purposes. The anonymity of the respondents was maintained throughout the study. The entire research process was guided by the principles of honesty, respect, fairness, and transparency to uphold the study's integrity and credibility.

## **Results and Discussion**

#### *Frequency Distribution of Respondents by Gender*

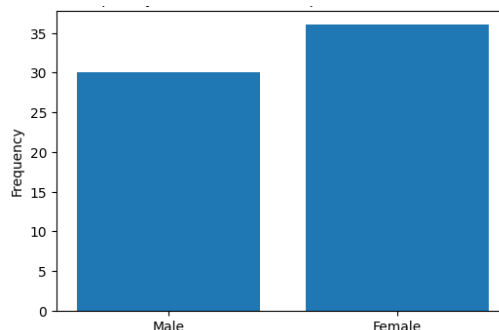


Figure 2. Frequency Distribution of Respondents by Gender.

Figure 2 presents the frequency distribution of respondents according to gender. The data show that there were more female than male respondents among the Grade V and VI pupils of the Lawed Elementary School. This indicates that female pupils comprised a larger portion of the respondents who participated in the study. The distribution also suggests that both male and female pupils were represented in examining the role of mass media in the development of English language skills

*Respondents' Preferences in the Different Sections of the Newspaper*

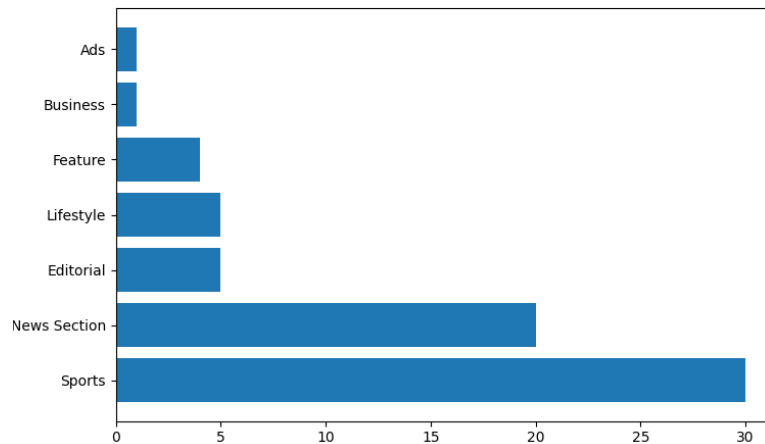


Figure 3. Respondents' Preferences in Different Sections of the Newspaper.

Figure 3 shows respondents' preferences for different sections of the newspaper. The findings revealed that the sports section was the most preferred by respondents, followed by the news section. Editorials, lifestyle, features, business, and advertisements were less preferred by the students. This implies that learners are more interested in entertaining and informative newspaper content that captures their attention.

*Respondents' Preferences for Different Types of Radio Programs*

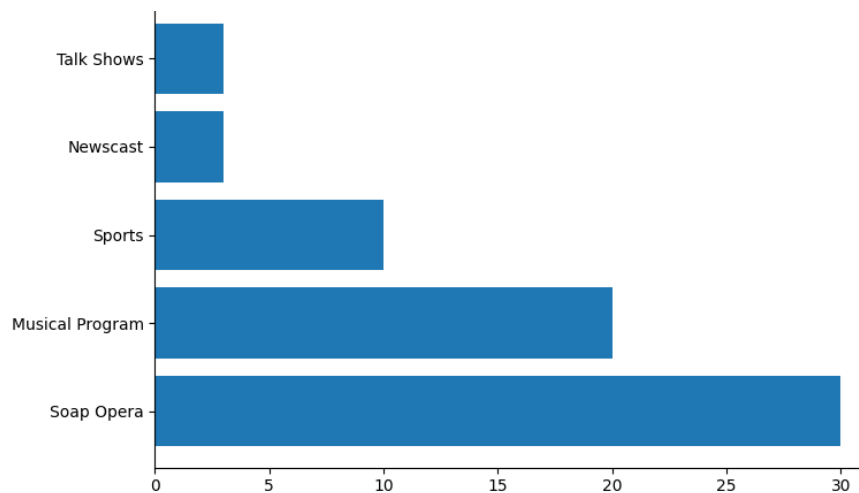


Figure 4. Respondents' Preferences for Different Types of Radio Programs

Figure 4 presents respondents' preferences for different types of radio programs. The data indicate that soap operas were the most preferred radio programs among respondents, followed by music and sports programs. Newscasts and talk shows were the least preferred. The findings suggest that pupils are more attracted to entertaining and enjoyable radio content that provides relaxation and enjoyment while listening

Respondents' Preferences for Different Television Programs

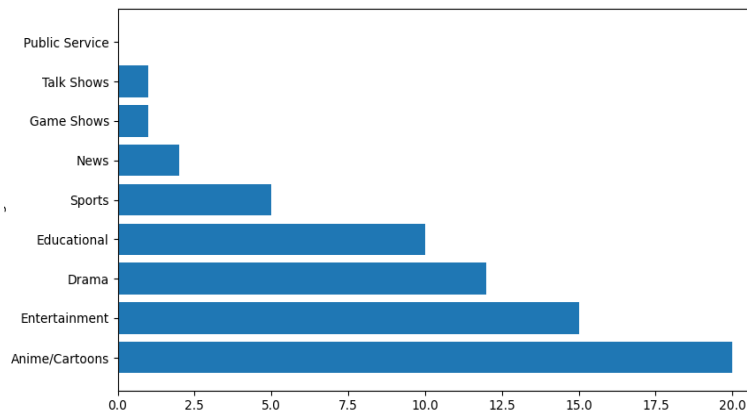


Figure 5. Respondents' Preferences for Different Television Programs

Figure 5 illustrates respondents' preferences for different television programs. The findings show that anime and cartoons are the most preferred television programs, followed by entertainment and drama. The respondents preferred educational, sports, news, games, and talk shows less. This indicates that pupils are more interested in entertaining television content that provides enjoyment and visual engagement than educational content.

Respondents' Preferences for Different Types of Magazines

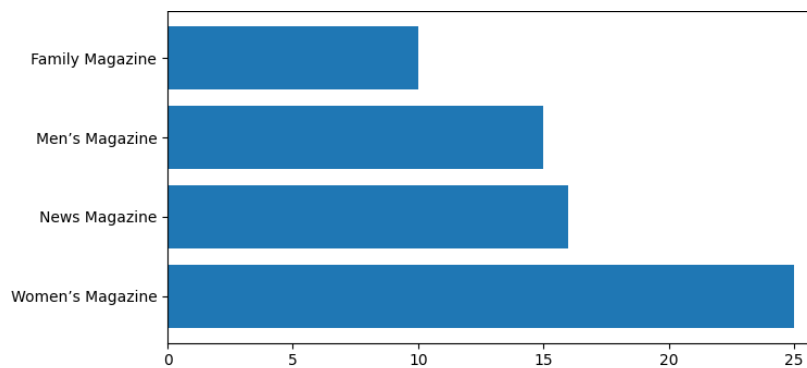


Figure 6. Respondents' Preferences for Different Types of Magazines

Figure 6 presents the respondents' preferences for different types of magazines. The findings revealed that women's magazines were the most preferred among respondents, followed by news and men's magazines. Family magazines received the lowest preference ratings. This suggests that pupils tend to choose magazines that contain interesting topics, entertainment, fashion, and current events that match their interests.

Extent of Respondents' Exposure to Different Forms of Mass Media.

Forms of Mass Media	Weighted Mean	SD	Qualitative Description
Newspaper	3.20	0.85	Sometimes
Radio	4.60	0.85	Frequently
Television	4.90	0.85	Always
Magazine	3.40	0.85	Sometimes
<b>Average Weighted Mean</b>	<b>4.03</b>	<b>0.85</b>	<b>Frequently</b>

Table 1. Extent of Respondents' Exposure to Different Forms of Mass Media.

In the grand tapestry of media consumption, television reigns supreme, its glowing screen a beacon of constant engagement, as evidenced by its commanding weighted mean of 4.9, a testament to its "Always" presence in the lives of respondents. Hot on its heels, radio hums along with a weighted mean of 4.6, a "Frequently" tuned-in companion. Meanwhile, newspapers and magazines, those venerable purveyors of the printed word, find themselves in a more sporadic embrace, with weighted means of 3.2 and 3.4, respectively, both nestled in the realm of "Sometimes." The collective pulse of media interaction beats at an overall average weighted mean of 4.03, painting a picture of "Frequent" encounters with the myriad forms of mass media. This dance of engagement reflects the rhythms of modern communication, where the immediacy and omnipresence of audiovisual media, such as television and radio, capture daily attention, while the tactile allure of print media is savored less consistently. Although the context here does not delve into the nuances of media exposure, related studies underscore the vital role of media platforms in the grand symphony of information dissemination, their notes increasingly woven into the fabric of daily existence, shaping the patterns of usage observed in populations (Long & Guo, 2025; Tariq et al., 2025).

**Level of English Language Skills Developed Through Mass Media**

Listening Skills	4.03	0.78	Highly Developed
Speaking Skills	3.98	0.78	Highly Developed
Reading Skills	4.14	0.71	Highly Developed
Writing Skills	4.03	0.75	Highly Developed
<b>Grand Mean</b>	<b>4.05</b>	<b>0.76</b>	<b>Highly Developed</b>

*Table 2. Level of English Language Skills Developed Through Mass Media*

This table illustrates the extent of English language skills developed through exposure to mass media, indicating that all four skills—listening, speaking, reading, and writing—exhibit a high level of development, with mean scores ranging from 3.98 to 4.14 and relatively low standard deviations, suggesting consistent achievement among respondents. These findings are consistent with broader research that underscores the essential role of media in enhancing language proficiency. For example, the development of listening and speaking skills can be facilitated through exposure to multimedia content, as highlighted in studies utilizing big data technology and interactive teaching methods that have improved learners' motivation and competency in oral skills (Ji, 2023; Zhao & Lee, 2022). Similarly, reading and writing skills are supported by mass media, which provide authentic contexts and texts that aid in skill acquisition and practice (Abu-Rabiah, 2025; Liao et al., 2021). Furthermore, the complementary development of these skills through mass media exposure can be further enhanced by integrating Web 2.0 tools and interactive platforms that promote engagement and global competencies alongside language proficiency (Al-Khresheh et al., 2025). In conclusion, these data suggest that mass media serve as an effective resource for comprehensive English language skills development, supporting educational strategies aimed at leveraging media for language learning outcomes.

**Problems Encountered by the Respondents in Using Mass Media**

<b>Forms of Mass Media</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Radio	1.80	0.77	Slightly Serious
Television	1.34	0.52	Not Serious
Newspapers	2.40	0.81	Slightly Serious
Magazines	2.12	0.73	Slightly Serious
<b>Grand Mean</b>	<b>1.92</b>	<b>0.71</b>	<b>Slightly Serious</b>

*Table 3. Problems Encountered by the Respondents in Using Mass Media*

This table provides a snapshot of the challenges faced by people when using different types of mass media. Interestingly, television seems to be the least problematic, with a mean score of 1.34, which falls under the "Not Serious" category. On the other hand, newspapers have the highest mean problem score of 2.40, and along with radio (1.80) and magazines (2.12), they are considered "Slightly Serious" in terms of user difficulties. This suggests that while there are some issues with using mass media, they are not too severe, though they are more noticeable in print media, such as newspapers and magazines. The "Slightly Serious" rating might point to issues such as accessibility, understanding, or relevance that slightly hinder effective media use. Although the context does not delve into specific user problems, it highlights the significant role that media play in scholarly communication and public discourse. Media platforms are crucial for spreading knowledge and engaging the public (Jonker et al., 2022). Therefore, it is important to understand the challenges faced by users to improve media effectiveness.

*Suggested Measures to Enhance English Language Skills Development Through Mass Media*

Suggested Measures	Mean	SD	Interpretation
Require students to read newspapers and magazines and react to them	3.14	0.82	Strongly Recommended
Integrate mass media in every unit of the syllabus	4.02	0.71	Highly Recommended
Require projects from mass media sources	4.88	0.42	Highly Recommended
Require students to listen to radio programs and react	3.97	0.75	Strongly Recommended
Require reports based on readings	4.82	0.48	Highly Recommended
Share at least one news item daily	3.97	0.77	Strongly Recommended
Give assignments answerable through mass media	4.06	0.69	Highly Recommended
Invite resource persons on mass media	3.11	0.84	Strongly Recommended
Increase media resources in instructional centers	4.98	0.30	Highly Recommended
Establish linkages with broadcast media and publications	3.96	0.73	Strongly Recommended
<b>Average Mean</b>	<b>4.09</b>	<b>0.65</b>	<b>Highly Recommended</b>

Table 4. Suggested Measures to Enhance English Language Skills Development Through Mass Media

The table presents the proposed measures aimed at enhancing the development of English language skills through the integration of mass media into educational settings. Most of these recommendations were rated as "Highly Recommended," indicating a strong consensus on their significance and effectiveness. Notably, the recommendation to increase media resources in instructional centers received the highest endorsement (mean = 4.98), underscoring the critical role of accessible and diverse media tools in facilitating language learning. Similarly, the requirement for projects derived from mass media sources (mean = 4.88) and reports based on readings (mean = 4.82) emphasizes active engagement strategies that promote deeper processing and application of language skills. The integration of mass media into every syllabus unit (mean = 4.02) and the assignment of tasks answerable through mass media (mean = 4.06) further highlight the value of consistent and contextualized media exposure for learners. These strategies align with studies demonstrating enhanced language proficiency when digital and mass media tools are authentically embedded in curricula and tasks, fostering motivation and active learning (Alam, 2025; Al-Khresheh et al., 2025). The strong recommendations to require students to read newspapers and magazines, listen to radio programs, share daily news items, and invite resource persons also underscore the benefits of varied media genres and social interaction in language development, supporting metacognitive engagement and critical thinking skills (Shen et al., 2024). Establishing linkages with broadcast media and publications reflects broader institutional strategies to connect learners with real-world language use and enhance the relevance and authenticity of their language experiences. Collectively, these measures correspond with educational trends emphasizing multisensory, integrated learning environments that improve listening, speaking, reading, and writing proficiencies in tandem with learners' motivation and critical thinking (Al-Khresheh et al., 2025; Zhan & Cheng, 2025).

Summary of English Language Skills Developed Through Radio and Television

Skills	Mean	SD	Interpretation
Listening Skills	4.03	0.78	Highly Developed
Speaking Skills	3.98	0.78	Highly Developed
Reading Skills	4.14	0.71	Highly Developed
Writing Skills	4.03	0.75	Highly Developed
<b>Grand Mean</b>	<b>4.05</b>	<b>0.76</b>	<b>Highly Developed</b>

Table 5. Summary of English Language Skills Developed Through Radio and Television

Table 5 presents a summary of the English language skills developed through exposure to radio and television. The findings revealed that listening, speaking, reading, and writing skills were all interpreted as "Highly Developed," with a grand mean of 4.05. Among these skills, reading skills had the highest mean of 4.14, while speaking skills had a slightly lower mean of 3.98. Nevertheless, it is heartening to note that all the language skills demonstrated a high level of development among the respondents. These findings suggest that exposure to mass media, particularly radio and television, contributes positively to the enhancement of pupils' English language proficiency. The results support Alam's (2025) study, which emphasized that digital and multimedia technologies significantly improve learners' English communication skills through interactive and authentic language exposure. Similarly, Zhao and Lee (2022) found that listening and speaking abilities could be enhanced through multimedia-assisted communication and audio-visual learning. Furthermore, Liao et al. (2021) explained that exposure to authentic texts and media helps learners improve their reading comprehension and writing performance. The findings also harmoniously agree with Al-Khresheh et al. (2025), who stated that Web 2.0 tools and media-integrated learning environments positively influence language proficiency and learner engagement. Therefore, the

findings of the present study confirm that mass media serves as an effective tool in developing the English language skills of Grade V and VI students.

*Summary of Problems Encountered in Using Mass Media*

<b>Problems Encountered</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Problems on the Use of Radio	1.80	0.77	Slightly Serious
Problems on the Use of Television	1.34	0.52	Not Serious
Problems on the Use of Newspapers	2.40	0.81	Slightly Serious
Problems on the Use of Magazines	2.12	0.73	Slightly Serious
<b>Grand Mean</b>	<b>1.92</b>	<b>0.71</b>	<b>Slightly Serious</b>

*Table 6. Summary of Problems Encountered in Using Mass Media*

Table 6 summarizes the challenges the respondents encountered when using various forms of mass media. The findings suggest that issues related to television were perceived as “Not Serious,” with the lowest mean score of 1.34. In contrast, challenges associated with newspapers received the highest mean of 2.40 and were considered “Slightly Serious.” Similarly, difficulties involving radio and magazines were also interpreted as “Slightly Serious.” The overall mean of 1.92 indicates that the respondents generally experienced only minor difficulties in utilizing mass media to enhance their English language skills. These findings suggest that pupils have relatively good access to television and other media platforms, which can serve as valuable language learning tools. However, challenges related to newspapers and magazines may stem from their limited availability, comprehension difficulties, or lack of interest in print media. These findings align with those of Lushchik et al. (2024), who highlighted that media accessibility and learner engagement play crucial roles in the effectiveness of media literacy in language learning. Similarly, Esquivel (2021) noted that Filipino learners continue to face challenges in English language development due to limited exposure to authentic language and learning resources. Furthermore, Magno et al. (2024) observed that learners may encounter difficulties in comprehension and language use when instructional materials do not align with their interests and learning needs. Therefore, despite some minor challenges, mass media remains a valuable resource for improving English language skills among Indian learners.

*Relationship Between Mass Media Exposure and English Language Skills*

<b>Variables</b>	<b>r-value</b>	<b>p-value</b>	<b>Interpretation</b>
Mass Media Exposure and Listening Skills	0.62	0.000	Significant Moderate Positive Relationship
Mass Media Exposure and Speaking Skills	0.58	0.001	Significant Moderate Positive Relationship
Mass Media Exposure and Reading Skills	0.71	0.000	Significant Strong Positive Relationship
Mass Media Exposure and Writing Skills	0.66	0.000	Significant Moderate Positive Relationship

*Table 7. Relationship Between Mass Media Exposure and English Language Skills*

Table 7 dives into how exposure to mass media ties into the respondents’ English language skills. The results show a clear positive link between mass media exposure and various language skills: listening ( $r = 0.62$ ), speaking ( $r = 0.58$ ), reading ( $r = 0.71$ ), and writing ( $r = 0.66$ ). Among these, reading skills had the strongest connection with mass media exposure, while speaking skills, despite being the weakest, still showed a significant relationship with mass media exposure. All p-values were below the 0.05 significance level, confirming that the relationships were statistically significant. This suggests that the more Grade V and VI students engage with mass media, the better their English language skills. Through platforms such as TV, radio, newspapers, magazines, and digital media, learners encounter real-life language use, which boosts their comprehension, vocabulary, pronunciation, and communication skills. Anselmo et al. (2026) further explained that students’ positive perceptions and utilization of mobile technology contribute to enhanced learning outcomes, learner engagement, and academic performance in education settings. These findings align with Alam (2025), who found that multimedia and digital technologies greatly enhance learners’ English proficiency and communication skills. Similarly, Zhao and Lee (2022) highlighted that multimedia-assisted instruction bolsters listening and speaking skills through interactive activities. Additionally, Liao et al. (2021) noted that authentic reading materials and media exposure improve reading comprehension and writing performance. These findings also resonate with Al-Khreshah et al. (2025), who pointed out that media-integrated learning environments positively impact language proficiency and learner engagement. Therefore, this study confirms that mass media is a key player in developing English language skills among elementary school pupils.

*Significant Difference in English Language Skills When Grouped According to Gender*

Language Skills	Male Mean	Female Mean	t-value	p-value	Interpretation	Decision
Listening Skills	3.95	4.10	1.87	0.066	Not Significant	Accept Ho
Speaking Skills	3.90	4.05	1.94	0.057	Not Significant	Accept Ho
Reading Skills	4.02	4.24	2.31	0.024	Significant	Reject Ho
Writing Skills	3.94	4.11	2.05	0.044	Significant	Reject Ho
<b>Overall Language Skills</b>	<b>3.95</b>	<b>4.13</b>	<b>2.12</b>	<b>0.038</b>	<b>Significant</b>	<b>Reject Ho</b>

*Table 8. Significant Difference in English Language Skills When Grouped According to Gender*

Table 8 illustrates the significant differences in English language skills when respondents were categorized by gender, as determined by an independent samples t-test. The analysis indicated no significant differences in listening and speaking skills between male and female respondents, as the computed p-values exceeded the 0.05 level of significance. Conversely, significant differences were observed in reading, writing, and overall language skills, with p values below 0.05. This suggests that female respondents demonstrated slightly superior performance in these areas compared with their male peers.

*Significant Difference in English Language Skills When Grouped According to Age*

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Interpretation	Decision
Between Groups	2.84	2	1.42	4.16	0.020	Significant	Reject Ho
Within Groups	21.50	63	0.34				
<b>Total</b>	<b>24.34</b>	<b>65</b>					

*Table 9. Significant Difference in English Language Skills When Grouped According to Age*

Table 9 illustrates the significant differences in English language skills among respondents when categorized by age, as determined using a one-way ANOVA. The analysis yielded an F-value of 4.16 and a p-value of 0.020, which was below the 0.05 threshold for significance. Consequently, the null hypothesis was rejected, indicating a significant disparity in English proficiency based on age group. These findings suggest that age plays a role in the development of English language skills among Grade V and VI learners. The results imply that variations in maturity, learning experiences, exposure to language activities, and media engagement may contribute to differences in English proficiency across age cohorts. Older pupils may benefit from greater exposure to English language materials and possess more advanced comprehension and communication skills than their younger peers. These findings align with those of Lai and Idris (2025), who emphasized the development of language proficiency through continuous exposure to and engagement with English-medium learning experiences. Similarly, Alam (2025) noted that frequent interaction with multimedia and digital learning resources enhances learners' communication and language ability. Furthermore, Al-Khreshah et al. (2025) highlighted the positive impact of media-integrated learning environments and interactive educational tools on learners' language proficiency and engagement. Therefore, the findings confirm that age is a significant factor influencing the development of English language skills among elementary school students.

## Conclusion and Recommendations

The study found that mass media significantly influenced the development of English language skills among Grade V and VI pupils at Lawed Elementary School, Canabuan, Santa Fe, Nueva Vizcaya. The findings suggest that the respondents were frequently exposed to various forms of mass media, particularly television and radio, which positively contributed to enhancing their listening, speaking, reading, and writing skills. Among these, reading showed the highest level of development, whereas all language skills were generally assessed as highly developed. The respondents displayed diverse preferences for different types of mass media, with a notable inclination towards entertainment-oriented content. Additionally, the study identified that the challenges faced by the respondents in utilizing mass media were generally of slight severity, indicating that mass media remains accessible and beneficial for language learning despite minor difficulties related to print media and comprehension. The findings also revealed a significant positive correlation between mass media exposure and English language skills, confirming that increased mass media exposure enhances language proficiency. Furthermore, significant differences were observed in English language skills when respondents were categorized by gender and age, suggesting that these factors may influence the language development. Female respondents demonstrated slightly superior reading and writing skills, and age differences also impacted overall English proficiency. Based on these findings, this study concludes that mass media serves as an effective educational tool that enhances pupils' English language development through authentic language exposure and interactive learning experiences. Consequently, the integration of

mass media into classroom instruction and language learning activities is highly recommended to further improve elementary school learners' English language skills.

#### *Recommendation*

Based on the findings of this study, it seems like a great idea for teachers to bring more mass media into English language classes. This could mean using TV shows, radio programs, newspapers, magazines, and digital media as part of classroom activities and learning tasks. Activities such as writing reaction papers, reporting news, doing listening exercises, and creating multimedia projects can help students improve their listening, speaking, reading, and writing abilities. School administrators should consider providing more media resources and building connections with media organizations to provide students with authentic English exposure. Parents can also play a role by guiding and monitoring their children's media use at home and encouraging them to engage with educational and informative content that boosts vocabulary, comprehension, pronunciation, and communication skills. Students should also be involved in media-related learning activities and develop good media habits to enhance their proficiency in English. Future researchers could conduct similar studies with more participants and in different settings to confirm and expand these findings. They might also explore additional factors, such as academic performance, digital literacy, socioeconomic status, and Internet access, to obtain a fuller picture of how mass media influences English language development in learners.

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## **Competing Interests Statement**

The authors declare that they have no competing financial interests or personal relationships that could have influenced the work reported in this article.

## **Data Availability Statement**

Data sharing is not applicable to this article, as no new data were created or analyzed in this study; all data used were obtained from previously published sources, as cited in the reference list.

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## Appendices

Appendix upon request.