

Teachers' Integration of Mass Media in Classroom Instruction and Its Perceived Effects on the English Language Performance of Grade 5 Pupils

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Abstract: Effective integration of mass media has become an important strategy for enhancing English language instruction by providing learners with authentic, engaging, and meaningful learning experiences. The increasing availability of television, radio, newspapers, magazines, and other media resources offers teachers valuable opportunities to develop pupils' listening, speaking, reading, and writing skills. This study examined teachers' integration of mass media in classroom instruction and its perceived effects on the English language performance of Grade 5 pupils. A descriptive-correlational research design was employed, involving 20 Grade 5 English teachers selected through total enumeration. Data were gathered using a researcher-developed and validated questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation. The findings revealed that teachers frequently integrated mass media into English instruction, with television and radio identified as the most commonly used instructional media. Respondents perceived that mass media highly contributed to the development of pupils' English language skills, particularly reading skills. The challenges encountered in integrating mass media were assessed as only slightly serious, while increasing access to instructional media resources and incorporating authentic media-based learning activities were highly recommended. Furthermore, a significant positive relationship was found between teachers' integration of mass media and the perceived English language performance of Grade 5 pupils. The findings emphasize that the effective use of mass media enriches classroom instruction, promotes learner engagement, and strengthens English language development. Continuous support for media integration and teacher professional development is therefore recommended to maximize the educational benefits of mass media in English language teaching.

Keywords: *Mass Media Integration; English Language Performance; Grade 5 Pupils; Classroom Instruction; Descriptive-Correlational Study*

INTRODUCTION

Being proficient in English is a key skill that helps learners communicate well, find information, and do well in school, especially as our world becomes more connected. With the way technology and communication are changing, mass media like TV, radio, newspapers, magazines, and digital platforms have turned into valuable educational tools. They offer real language input and meaningful learning experiences. Bringing mass media into the classroom can really get students involved, build their vocabulary, improve their understanding, and sharpen their communication skills by showing them how language is used in real life and exposing them to different kinds of information (Boonyopakorn et al., 2024; Zhang, 2023). Plus, education today focuses on approaches that put learners at the center and use technology to boost learning. This means encouraging students to participate actively, think critically, work together, and keep learning throughout their lives

(Adeoye et al., 2024; Sayadi & Pangandaman, 2025).

In the Philippine basic education system, the Department of Education is all about weaving in contextualized and tech-supported learning to boost English-language teaching and literacy. By Grade 5, kids are expected to be pretty good at listening, speaking, reading, and writing, as laid out in the K–12 English curriculum. But, let's be real, many schools face hurdles like not enough teaching resources, uneven access to educational media, and too few chances for students to interact with real English-language materials. This often means that teaching leans a lot on textbooks and traditional methods, which might not give students the language exposure and communication skills they need. Bringing mass media into the mix could really help by offering engaging and real-world learning experiences that support language learning and keep students motivated (Boonyopakorn et al., 2024; Sayadi & Pangandaman, 2025).

While we know that multimedia and tech-based language learning can be really beneficial, most research has zeroed in on digital platforms or specific tech tools. They haven't really looked at how kids are exposed to different types of mass media and how that ties into learning English. Plus, not many studies have tackled media exposure, language skills, the hurdles kids face, and what can be done to help, all at once, especially in elementary schools. There's also not much data on fifth graders in public schools. This study aims to fill that gap by exploring how much mass media kids are exposed to, the language skills they pick up, the problems they run into, and what can be done to boost their English learning. It also looks at how media exposure relates to their English development. The results should be pretty helpful for teachers, school leaders, curriculum planners, and policymakers to better weave mass media into English teaching.

RESEARCH QUESTIONS

This study aimed to examine teachers' integration of mass media in classroom instruction and its perceived effects on the English language performance of Grade 5 pupils. Specifically, it sought to answer the following questions:

1. What is the demographic profile of Grade 5 English teachers in terms of age, gender, civil status, teaching position, highest educational attainment, years of service, and seminars and training attended?
2. What is the extent of teachers' integration of mass media in English language instruction in terms of exposure to mass media, use of newspaper content, use of radio programs, use of television programs, and use of magazine materials?
3. What are teachers' perceptions of the effects of mass media integration on the English language performance of Grade 5 pupils in terms of listening, speaking, reading, and writing skills?
4. What problems do teachers encounter when integrating mass media into English language instruction?
5. What measures can be recommended to strengthen the integration of mass media in English instruction and enhance the English language performance of Grade 5 pupils?
6. Is there a significant relationship between teachers' extent of mass media integration and their perceived effects on the English language performance of Grade 5 pupils?

METHODS

Research Design

This study employed a descriptive-correlational research design to examine teachers' integration of mass media in classroom instruction and its perceived effects on the English language performance of Grade 5 pupils. The descriptive approach was used to describe the respondents' profile, the extent of mass media integration, its perceived effects on English language skills, the problems

encountered, and the recommended measures. Meanwhile, the correlational approach was used to determine whether a significant relationship exists between teachers' integration of mass media and the perceived English language performance of Grade 5 pupils. This research design was appropriate because it allowed the researcher to describe the current situation and examine the relationship between the study variables without manipulating them.

Research Locale

This study was conducted in selected public elementary schools in the Schools Division of Nueva Vizcaya during the 2025–2026 school year. These schools were selected because English teachers regularly integrate various forms of mass media, including television, radio, newspapers, and magazines, into classroom instruction to support language learning.

Research Participants

The respondents of the study consisted of 20 Grade 5 English teachers from selected public elementary schools. Total enumeration was employed because the target population was manageable, allowing all qualified teachers to participate. Only teachers currently handling Grade 5 English classes during the study were included.

Research Instrument

Data were gathered using a researcher-developed and validated questionnaire based on an extensive review of the related literature and previous studies on mass media integration and English language instruction. The instrument consisted of six parts: (1) demographic profile, (2) extent of exposure to and preferences for mass media, (3) perceived development of pupils' English language skills through mass media in terms of listening, speaking, reading, and writing, (4) problems encountered in the use of mass media, (5) suggested measures to strengthen English language instruction through mass media, and (6) items used to determine the relationship between mass media exposure and English language skills. The questionnaire used a five-point Likert scale. Content validity was established through expert evaluation, and reliability was assessed using Cronbach's alpha, with a coefficient of at least 0.70 considered acceptable.

Data Gathering Procedure

Prior to conducting the study, approval was obtained from the Schools Division Office and school principals. After securing permission, the researcher personally administered the questionnaires to the participating Grade 5 English teachers. The purpose of the study was explained, and respondents were assured that participation was voluntary and that their responses would be kept confidential. Completed questionnaires were collected, checked for completeness, coded, tabulated, and prepared for statistical analysis.

Statistical Treatment of Data

Frequency counts and percentages were used to describe respondents' demographic profiles. Weighted Mean and Standard Deviation were employed to determine the extent of exposure to mass media, language skills developed through mass media, problems encountered, and suggested measures. The Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to determine the significant relationship between the respondents' extent of exposure to mass media and English language skills development. All statistical analyses were interpreted at a significance level of 0.05.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Respondents

Variable	Category	Frequency (n)	Percentage (%)
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Age	25–30	4	20.00
	31–35	4	20.00
	36–40	5	25.00
	41–45	2	10.00
	46–50	1	5.00
	51 and above	4	20.00
Gender	Male	5	25.00
	Female	15	75.00
Civil Status	Single	3	15.00
	Married	16	80.00
	Widowed	1	5.00
Position	Teacher I	7	35.00
	Teacher II	2	10.00
	Teacher III	10	50.00
	Master Teacher I	1	5.00
Highest Educational Attainment	Bachelor's Degree	11	55.00
	Master's Degree	8	40.00
	Doctoral Degree	1	5.00
Years in Service	1–5 years	8	40.00
	6–10 years	5	25.00
	11–15 years	5	25.00
	21 years and above	2	10.00
Seminars Attended*	School/District Level	20	100.00
	Division Level	20	100.00
	Regional Level	18	90.00
	National Level	15	75.00

Table 1 presents the respondents' demographic profiles. Most teachers were 36–40 years old (25.00%), female (75.00%), and married (80.00). In terms of professional rank, Teacher III comprised the largest group (50.00%), indicating that many respondents had advanced beyond entry-level positions to become Teacher III. Regarding educational attainment, more than half held a bachelor's degree (55.00%), followed by those with a master's degree (40.00%), and only a few had completed a doctoral degree (5.00%). Most respondents had 1–5 years of teaching experience (40.00%), suggesting a young teaching workforce in the school. In terms of professional development, all respondents had attended school/district- and division-level seminars, while a large proportion had also participated in regional (90.00%) and national (75.00%) training programs. Overall, the findings indicate that the respondents possess varied demographic and professional characteristics that may contribute to their instructional practices and use of mass media in English language teaching, as discussed below.

Table 2. Exposure and Preferences for Mass Media

Dimension	Indicator	Mean/Frequency	Interpretation / Most Preferred
Exposure to Mass Media	Newspaper	3.20	Sometimes
	Radio	4.60	Frequently
	Television	4.90	Always
	Magazine	3.40	Sometimes
	Overall Mean	4.02	Frequently
Preferred Newspaper	Sports	20	Most Preferred

Section	News	19	Second
	Editorial/Lifestyle	5	Moderate Preference
	Feature	4	Less Preferred
	Business/Ads	1	Least Preferred
	Soap Opera	20	Most Preferred
Preferred Radio Program	Musical Program	19	Second
	Sports	10	Moderate Preference
	Newscast/Talk Shows	3	Least Preferred
	Anime/Cartoons	20	Most Preferred
Preferred Television Program	Entertainment	20	Most Preferred
	Drama	12	Moderate Preference
	Educational	10	Moderate Preference
	Sports	5	Less Preferred
	News	2	Least Preferred
	Game Shows/Talk Shows	1	Least Preferred
	Women's Magazine	25	Most Preferred
Preferred Magazine	News Magazine	16	Second
	Men's Magazine	15	Third
	Family Magazine	10	Fourth

Table 2 presents the respondents' exposure to and preferences for various forms of mass media. The findings indicate that the respondents were frequently exposed to mass media (Overall Mean = 4.02), with television and radio emerging as the most frequently accessed media, while newspapers and magazines were used less frequently. In terms of media preferences, respondents favored the sports section of newspapers, soap operas on the radio, anime, cartoons, and entertainment programs on television, and women's magazines. These findings suggest that audio-visual media remain the most attractive and accessible sources of information and entertainment, providing opportunities for authentic language exposure. Previous studies have reported that television and radio continue to be dominant media platforms because of their accessibility and engaging content, particularly among younger audiences (Poluekhtova, 2023; Singh, 2023). Moreover, audience preferences for entertainment-oriented media influence learning engagement and information acquisition, highlighting the potential of integrating preferred media formats into classroom instruction to promote meaningful English language learning (Saulite & Ščeułovs, 2022; Harinaiha et al., 2024).

Table 3. Language Skills Developed Through Mass Media

Language Skill	Mean	SD	Interpretation
Listening Skills	4.03	0.41	Highly Developed
Speaking Skills	3.98	0.44	Highly Developed
Reading Skills	4.14	0.38	Highly Developed
Writing Skills	4.03	0.40	Highly Developed
Overall Mean	4.05	0.41	Highly Developed

Note. Standard deviations were computed based on the variability of the reported items' means.

Table 3 shows that the respondents perceived their English language skills to be highly developed through exposure to mass media (Overall Mean = 4.05, SD = 0.41). Among the four language domains, reading skills obtained the highest means, followed by listening, writing, and speaking, all of which were interpreted as advanced. These findings indicate that exposure to various forms of

mass media provides learners with authentic language experiences that support vocabulary development, reading comprehension, listening skills, written communication, and oral expression. These results are consistent with those of previous studies that demonstrated that multimedia-supported instruction, digital learning resources, and cross-media educational activities significantly enhance learners' English communication skills, motivation, and overall language proficiency (Boonyopakorn et al., 2024; Zhang, 2023). Likewise, technology-enhanced learning environments promote active engagement and improve students' academic performance by providing meaningful and interactive learning experiences (Adeoye et al., 2024; Sayadi & Pangandaman, 2025).

Table 4. Problems Encountered in the Use of Mass Media

Type of Mass Media	Mean	SD	Interpretation
Radio	1.80	0.39	Slightly Serious
Television	1.34	0.35	Not Serious
Newspapers	2.40	0.47	Slightly Serious
Magazines	2.12	0.43	Slightly Serious
Overall Mean	1.92	0.41	Slightly Serious

Table 4 indicates that the respondents perceived the problems encountered in using mass media as slightly serious (Overall Mean = 1.92, SD = 0.41). Among the different media, newspapers obtained the highest means, suggesting greater challenges compared with radio and magazines, while television was perceived to present the fewest challenges. These findings imply that although respondents experience some limitations in using certain forms of mass media, the challenges are generally minimal and do not substantially hinder their use for learning English. Similar findings have been reported by Cvetković et al. (2025), who noted that media use may present challenges related to information overload, multitasking, and varying levels of accessibility. Nevertheless, these concerns can be minimized through appropriate instructional planning and effective integration of educational media into classroom activities (Sayadi and Pangandaman, 2025).

Table 5. Suggested Measures to Enhance Language Skills Through Mass Media

Suggested Measure	Mean	Interpretation
Teachers should require students to read newspapers and magazines and react to what they read in them.	3.14	Strongly Recommended
Mass media should be integrated into every unit of the syllabus.	4.02	Highly Recommended
Students should submit projects based on various forms of mass media, including social media.	4.88	Highly Recommended
Students should listen to radio programs and write reaction papers.	3.97	Strongly Recommended
Students should prepare reports based on their readings.	4.82	Highly Recommended
The students were required to share at least one news item daily.	3.97	Strongly Recommended
Students should be assigned tasks that require information from mass media.	4.06	Highly Recommended
Invite media practitioners or resource speakers to schools	3.11	Strongly Recommended
Increase the availability of television, radio, newspapers, magazines, and other instructional media.	4.98	Highly Recommended
Partnerships with broadcast media and publishing agencies should be established.	3.96	Strongly Recommended
Overall Mean	4.09	Highly Recommended

Table 5 presents the recommended measures for strengthening English language skills by integrating mass media into classroom instruction. Overall, the respondents highly recommended the proposed interventions (Overall Mean = 4.09), indicating strong support for incorporating mass media into English language teaching at the university level. The highest-rated recommendations included increasing the availability of instructional media resources, requiring students to complete projects using various forms of mass media, and encouraging learners to prepare reports based on media content. These findings suggest that the respondents recognized the importance of authentic media resources for promoting learner engagement, communication skills, and critical thinking. Previous studies have likewise emphasized that multimedia-supported instruction and technology-enhanced learning environments improve language acquisition, learner motivation, and academic achievement by providing interactive and authentic learning experiences (Boonyopakorn et al., 2024; Zhang, 2023; Adeoye et al., 2024; Sayadi & Pangandaman, 2025).

Table 6. Relationship Between Extent of Mass Media Exposure and Language Skills Development

Variables	Pearson's r	p-value	Decision	Interpretation
Mass Media Exposure and Listening Skills	0.63	0.003	Reject H_0	Moderate Positive Significant Relationship
Mass Media Exposure and Speaking Skills	0.58	0.007	Reject H_0	Moderate Positive Significant Relationship
Mass Media Exposure and Reading Skills	0.71	0.001	Reject H_0	Strong Positive Significant Relationship
Mass Media Exposure and Writing Skills	0.66	0.002	Reject H_0	Moderate Positive Significant Relationship
Mass Media Exposure and Overall Language Skills	0.69	0.001	Reject H_0	Strong Positive Significant Relationship

Significant at $\alpha = 0.05$

Table 6 shows the relationship between the respondents' extent of exposure to mass media and their English language skills development. The results revealed significant positive relationships between mass media exposure and all four language skill domains. Among these, reading skills exhibited the strongest relationship ($r = 0.71$, $p = 0.001$), followed by writing ($r = 0.66$, $p = 0.002$), listening ($r = 0.63$, $p = 0.003$), and speaking skills ($r = 0.58$, $p = 0.007$). Overall, exposure to mass media demonstrated a strong positive significant relationship with English language skills ($r = 0.69$, $p = 0.001$), leading to the rejection of the null hypothesis. These findings indicate that learners who are more frequently exposed to newspapers, radio, television, and magazines tend to demonstrate higher English language development. The results support the view that authentic media content provides meaningful language input that enhances vocabulary, comprehension, communication, and literacy skills. Similar findings have been reported in previous studies, showing that multimedia-based instruction and digital language learning significantly improve English language proficiency by increasing learner interaction, motivation, and engagement with authentic learning materials (Boonyopakorn et al., 2024; Zhang, 2023; Saulite & Ščeulovs, 2022).

CONCLUSION

The study concludes that the integration of mass media into classroom instruction positively contributes to the development of English language skills among Grade 5 pupils. The respondents demonstrated frequent exposure to various forms of mass media, particularly television and radio, which served as valuable sources of authentic language input. Overall, the respondents perceived that mass media effectively supported the development of their listening, speaking, reading, and writing skills, with reading being the most highly developed language domain. Although minor

challenges were encountered in the use of certain media resources, particularly newspapers, these difficulties were perceived as only slightly serious and did not hinder the integration of mass media into English language instruction. Furthermore, the respondents strongly supported the implementation of media-based instructional strategies, including increasing the availability of instructional media resources and integrating mass media into classroom activities. The study also found a significant positive relationship between exposure to mass media and English language skills development, indicating that greater exposure to educational media is associated with improved proficiency. Therefore, the null hypothesis is rejected. Overall, the findings affirm that effective integration of mass media serves as a valuable instructional approach for enriching English language learning and promoting meaningful, engaging, and authentic learning experiences among Grade 5 pupils.

RECOMMENDATIONS

Schools should improve how they use mass media in English language teaching by giving teachers and students more access to TV programs, radio shows, newspapers, magazines, and other educational materials. English teachers should use real media activities like news analysis, reaction papers, project-based learning, multimedia presentations, and guided discussions to improve students' listening, speaking, reading, and writing skills. School leaders should help teachers with ongoing training programs that focus on using media and technology effectively in language teaching. Working with local media organizations and getting updated teaching resources can also enhance classroom learning. Since this study found a strong link between mass media exposure and English language development, schools should encourage responsible and purposeful media use both in and out of the classroom. Lastly, future researchers should conduct similar studies with larger groups, different grade levels, and various educational settings, using objective measures of students' English language performance to further confirm and expand the findings of this study.

LIMITATIONS OF THE STUDY

This study was limited to 20 Grade 5 English teachers, which may limit the generalizability of the findings to other schools or educational settings. The study relied on teachers' self-reported responses, which may be influenced by personal perceptions and experiences. In addition, only selected aspects of mass media integration and its perceived effects on English language performance were examined. Despite these limitations, the findings provide useful information on the integration of mass media in English language instruction.

FUTURE RESEARCH DIRECTIONS

Future studies should involve a larger number of participants from different schools or regions to validate the findings. Researchers may also include pupils as respondents and use objective measures of English language performance, such as achievement test scores, to further examine the effects of mass media integration on the students. Experimental or mixed-methods studies are also recommended to gain a deeper understanding of how mass media improves English learning.

ETHICS STATEMENT

Ethical principles were strictly observed throughout the study. Permission was obtained from the appropriate school authorities before data collection. Informed consent was obtained from all participants, and their participation was voluntary. The confidentiality and anonymity of the respondents were protected, and all information collected was used solely for academic and research purposes.

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AI DISCLOSURE STATEMENT

During the preparation of this work, the author used SPACE AI, Scopus AI, and Grammarly to assist with literature search, text generation, grammar and language editing, and data analysis support. After using these tools, the author carefully reviewed, revised, and validated all the content to ensure its accuracy, originality, and academic integrity. The author takes full responsibility for the content and conclusions presented in this manuscript.

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