



English Newscast Watching Habits and Reflective Experiences of Special Program in Journalism Learners: Toward Development of Affective Broadcast-Speaking (ABS) Instructional Framework

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ABSTRACT

This study employed an Explanatory Mixed Method Design to investigate the habits of Special Program in Journalism (SPJ) learners in a school in Cagayan regarding their consumption of English newscasts and the impact on their English as a Second Language (ESL) speaking skills. The quantitative phase involved a structured survey, employing descriptive-correlational analysis using simple statistics and correlation. In contrast, the qualitative phase utilized a phenomenological approach, conducting semi-structured interviews and employing thematic analysis to complement the quantitative results. The findings indicated that SPJ learners exhibited minimal engagement with English newscasts, mainly due to irregular viewing frequency and short durations. However, those who watched more frequently and for longer durations reported more favorable reflective experiences and benefits in ESL speaking skills, showcasing an affective attitude towards learning and higher confidence in adopting newscasting style. Despite limited journalism experience among most learners, those involved in broadcasting demonstrated better instrumental motivation, attitude, confidence in newscasting, and reflective speaking development. Additionally, learners with higher journalism grades displayed more positive instrumental motivation and attitudes towards speaking, as well as improved speaking abilities. Qualitative data suggested that the SPJ curriculum, home language, journalism experiences, grades, and grade level influenced learners' interest in watching news. Overall, the study's insights, derived from both quantitative and qualitative findings, led to the development of an affective-broadcasting instructional framework. This framework emphasizes the importance of nurturing affective attitudes, building newscasting confidence, promoting reflective experiences, and enhancing newscasting skills, with learner attributes such as viewing habits, audio-visual technology use, journalism experiences, grades, home language, and grade level playing key roles, all anchored within the SPJ curriculum.

Keywords: *newscast, watching habits, reflective experience, broadcast instructional framework, Special Program in Journalism, English as a Second Language*

INTRODUCTION

Despite the second wave of COVID-19 lockdowns in various countries, news consumption and trust are still high. According to the Reuters Institute for the Study of Journalism's 2022 Digital News Report, although there are regional variations, smartphones are now the most popular means for most people to acquire their morning news. In Norway, Spain, Finland, and the UK, smartphones currently outweigh television, although radio still holds a significant place in Ireland. While television still rules supreme in Japan, reading morning newspaper is common in the Netherlands.

According to the same survey, TikTok had the fastest-rising network, with 40 percent of users aged 18 to 24 using it for news and 15 percent for entertainment. Usage is far higher in some parts of Latin America, Asia, and Africa than it is in the US or Northern Europe.

Meanwhile, the Digital News Report in 2022 showed a continuous rise in online news consumption, including strong news use on a range of social platforms, even if television continues to be the most popular medium in the Philippines across the entire population. The most widely used platform is still Facebook (73% for weekly news), but TikTok has advanced the greatest—from a modest two percent in 2020 to 15 percent today. In a 2019 Common Sense and SurveyMonkey poll, 54 percent of teens said they obtain news from social media sites like Instagram, Facebook, and Twitter at least a few times each week, and 50 percent said they get news from YouTube. These news habits reflect the diversity of the contemporary media landscape.

With this exposure and consumption of news from television to online sites, news contents benefit the students and serve as a viable source of language learning, especially from audio-visual inputs, such as television and social media live news broadcasts. Using newscasts as a supplement in class encourages students to discuss and elaborate on more complex English ideas as students' learning goals are motivated, and they are

taught to be independent language learners by bolstering their interests, confidence, and speaking skills (Kung, 2012).

In an article by Q-Language (2022), students can experiment with shadowing when watching or listening to English news, which is related to how viewing news enhances learners' speaking abilities in general. If the learners are comfortable speaking to themselves in public, they can repeat anything the news anchors say. In other words, learners can read news stories out loud, imitate them tonally to soften their accents, and practice speaking for hours.

As argued in Bandura's Social Learning Theory, learning becomes easier as learners witness experienced professionals accomplish similar duties or skills they need through vicarious experiences, including watching videos and other audio-visual means, such as newscasts (Valamis, 2020).

On the national scene, the Philippines, being one of the members of ASEAN nations, must take the initiative to equip young learners with proficiency and fluency in the target language, English, through the full implementation of the K-12 curriculum. As part of this mandate, campus journalism, enacted into law in 1991 through Republic Act 7079, is widely practiced. Part of its provisions includes written and oral journalism involving radio and television broadcasting. Fluency in speaking and competency in writing news in English, as one of the language media.

Objectives of the Study

This study aims to investigate the English news-watching habits of Special Program in Journalism (SPJ) learners at Lal-lo National High School for the School Year 2022-2023 and examine the reflective experiences and benefits derived from this practice in relation to their English as a Second Language (ESL) speaking skills. Specifically, the study aims to determine the extent of learners' engagement with English newscasts in terms of frequency, time spent, and types of news watched. It also

seeks to explore the learners' reflective experiences encompassing motivation, attitude, confidence, and development in their ESL speaking skills resulting from watching English news. Additionally, the study aims to identify any interrelationship between learners' news-watching habits and their reflective experiences and benefits. The ultimate goal is to develop an instructional framework that integrates English newscast watching to enhance the ESL speaking skills of SPJ learners, offering valuable insights for broadcast journalism education.

MATERIALS AND METHODS

Research Design

The study utilized the Mixed Method Approach particularly the Explanatory Sequential Mixed Method Design, incorporating both quantitative and qualitative data to describe and verify the relationship between the English news watching habits of SPJ learners at Lal-lo National High School and their reflective experiences and benefits on their ESL speaking skills, as well as the relationship of these reflections and habits to their profile. Said approach was used since the study explained its findings using quantitative and qualitative research techniques, using closed-ended and open-ended data to address the study's research objectives and hypotheses.

It is segmented by data gathering and analysis employing quantitative surveys of respondents in the research constructs, followed by qualitative data gathering and analysis using one-on-one interviews with purposefully chosen student participants. Qualitative interviewing using a semi-structured interview guide was conducted to verify and examine in more detail the factors behind the English newscast watching habits of the learners, factors influencing their ESL speaking development, the benefits of watching English newscasts they reflect on their ESL speaking skills, and their expectations and recommendations on the use of newscasts in the classroom to ensure the research results' validity and provide a deeper interpretation of

quantitative data gathered in this construct, especially on the relationship of the variables tested.

In the quantitative part of the study, the descriptive-correlational design was employed. The students' profile, English news watching habits, and reflective experiences and benefits on their ESL speaking skills were discussed and correlated to ascertain the connection and association between and among the variables.

Meanwhile, the phenomenological design was adapted in the qualitative phase of the study using in-depth interviews to describe the lived experiences of the learners. The factors behind news watching habits, factors that affect the ESL speaking skills development of the learners, reflective benefits of news watching on the ESL speaking skills development of the learners, and their expectations and recommendations on integrating watching news as an audio-visual tool to an instructional framework in learning ESL speaking were considered as variables explored in the second phase, which explained and validated the responses of the participants in the survey.

Sampling Technique

Total Enumeration, was used to quantitatively describe the learners' profile, English newscast watching habits, and the reflective experiences and benefits on their ESL speaking skills. In this technique, the entire population of SPJ was surveyed samples. Since there are only 30 respondents, each grade level, with a different curriculum focus, who made up the study's data population, a comprehensive enumeration-based survey was utilized. This gave comprehensive statistical coverage to describe the study's respondents regarding the research constructs considered. Though the small number of respondents, as noted in the scope and limitation, may have an impact on the statistical generalizations, the response rate is above the ideal 50-60 percent response rate. A response rate of 50- 60 percent or greater is optimal because non-response bias is thought to be minimal with that high of a response rate. Non-response bias can lead to inaccurate conclusions if

data from the non-respondents would have changed the overall results of the survey. (PubMed Central, 2017).

Table 1 presents the population, number of samples who responded to the survey, and its survey response rate.

Table 1. Per grade level and total population (N) of SPJ, number of samples (n) and the survey response rate every grade level and in total.

SPJ	N	n	Survey Response Rate
Grade 7	34	30	88.26
Grade 8	31	28	90.32
Grade 9	34	30	88.24
Grade 10	34	29	85.29
Total	133	117	87.97

Research Instruments

Data were collected using a structured questionnaire designed to gather information on farming practices, machinery, and power sources used in agriculture.

Data Gathering Procedure

After a panel of examiners approved this thesis, the researchers sought approval from the Public Schools District Supervisor of Lal-lo North District where the school is classified. A letter seeking permission to conduct the study in Lal-lo National High School (LNHS) was forwarded to and duly signed by the principal, and addressed to the coordinator and advisers of SPJ prior to the visit.

The distribution of the questionnaire was facilitated online through Google Forms, but the participants responded to it in person for immediate retrieval. Participants from each grade level were gathered in their respective classrooms during their vacant periods, one grade level at a time, after permission from their advisers and subject teachers. The questionnaire link was sent to their classroom presidents through Messenger application so they could forward it to their group chats. As the respondents answered, the researchers stood by for queries and observed them to ensure honesty and independence of observation.

The interview, on the other hand, was conducted in a private room or area. The researchers ensured that no one was listening except the interviewee and the researchers. This is to omit the chance that the participants may be distracted and more likely to have reservations about telling the truth when others are watching or listening to the interview. In addition, to make the interview natural, the researchers will not read the questions and the possible answers to allow the respondent freely and continuously express his/her answer. An interview guide will be utilized also to check on the choices that the respondent will mention.

To preserve the confidentiality of the data, the personal or identifiable information were kept to the researcher alone and away from anyone outside the survey organization. The answers of individual respondents were not shared to other respondents to avoid breaching or leaking information that may compromise the privacy of the respondents. Through these ways, non-maleficance in ethical principles were achieved and the anonymity and confidentiality of the information was protected.

Finally, in concluding the session with the respondents, the following were checked: (a) all items in the questionnaire are accomplished; (b) data saturation is met; and, (c) the expected samples responded. Afterward, the researchers expressed their gratitude to the respondents, the organization, the faculty, and the school administration involved.

Analysis of the Data/ Statistical treatment

Descriptive and inferential statistical tools were used to analyze the quantitative data using the Statistical Package for Social Science (SPSS). To describe the profile of the students like age, sex, grade level, parent's educational attainment, language used at home, grade in journalism, background in journalism, technology available at home used in watching news, and platforms used when watching news online, as well as the news watching habits of the students, the simple frequency count, percentage, and standard deviation were used.

The 4-point Likert scale were used to gauge the general trend of the common responses of the students about their agreement toward the reflective experiences and benefits of watching English newscasts on their ESL Speaking Skills. The weighted means were interpreted using the arbitrary scale in Table 4.

Table 2. Scale points of the 4-point scale based on the agreement of the learners toward reflective experiences and benefits in their ESL speaking skills.

Scale Points	Reflective experiences and Benefits on Students' Motivation, Attitude, Confidence, Improvement in their Speaking Skills
3.28 – 4.00	Strongly Agree
2.52 – 3.27	Agree
1.76 – 2.51	Disagree
1.00 – 1.75	Strongly Disagree

The study disembarked from uniform intervals (1.00-1.50, 1.51-2.50, 2.51-3.50, 3.51-4.00) due to various observed biases in such scale intervals in the sense that the difference in the upper interval and lower interval and lower interval of the first and last intervals are much lower as compared to the two middle intervals (Pimentel, 2019).

For any research that effectively addresses Likert rating scales in each item for the entire responded questionnaires according to the number of response categories of the items, using the interval above reduces the bias toward the middle interval by making the difference uniform except for one and appropriately improves proper labeling for the descriptive interpretation of the computed weighted mean or average, according to Pimentel (2010) and Pimentel (2019).

To determine the relationship between the students' habits in watching English and Filipino newscasts and their reflective experiences and benefits of watching English newscast on their ESL speaking skills, as well as the relationship of these habits and benefits to their profile, Pearson Product Moment Coefficient Correlation Formula, Kendall's tau-b, and chi-square were

As shown in Table 2, the scale employed in the study has intervals with a consistent difference of 0.75 across ranges, with the exception of the lowest range, where the difference was 0.72.

computed. The hypotheses were tested at 0.05 level of significance.

For the qualitative phase for research questions 2 and 3, follow-up questions created from the quantitative data collected were posed through interviews to ensure the accuracy and consistency of the respondents' answers.

To interpret the results, writing-based inductive reasoning were used. Guided by the sequential explanatory research design, the presentation of quantitative results was followed by the use of interview results as enrichment data to explain the quantitative results in greater detail. Important topics that emerged during follow-up interviews are also included as summary appendages of the findings.

Thematic analysis was used to provide context for research question 5, by carefully reviewing the data to identify reoccurring themes, subjects, concepts, and patterns of meaning the participants will provide in the interview. The three steps to be used in analyzing the interview data will be familiarization and transcription of the texts, coding and highlighting of words, phrases, and sentences, and the development of themes from the codes. The themes that emerged were examined to put the final research topic into context.

RESULTS AND DISCUSSION

Table 3. The learners' extent of watching English newscasts.

Variable	Frequency (n=117)	Percentage
Frequency of Watching (per week)		
2-3 times/week	53	45.3
4-5 times/week	8	6.8
5 times/week	10	8.5
at least once a week	37	31.6
more than 5 times/week	5	4.3
Never	4	3.4
Frequency of Watching (per day)		
1-2 times/day	71	60.7
3-4 times/day	14	12.0
5 times/day	3	2.6
Never	29	24.8
Time Spent in Watching (per day)		
15 - 30 minutes	49	41.9
31 - 45 minutes	20	17.1
46 minutes - 1 hour	7	6.0
less than 15 minutes	29	24.8
more than 1 hour	6	5.1
Never	6	5.1
Types of News Watched		Rank
International News	61	1
Local News	58	2
Entertainment News	37	3
Sports News	36	4
Documentary news	35	5
National News	34	6
National News	32	7
Investigative news	21	8

Habits in Watching English Newscasts

Table 3 presents the descriptive statistical results of the learners' extent of watching English newscasts every week and everyday as well as the time they spend in watching news every day and the types of news they watch. Findings revealed that 45 percent of the learners watch news two to three times a week which is closer to those learners who watch news at least once a week (31.6%). In terms of frequency of watching everyday, 71 (60.7%) of the learners watch English news 1-2 times a day, while 29 learners admitted that they never watch news every day. The data also indicates that most of the learners watch news only for 15-30 minutes (41%) as learners who watch news for less than 15 minutes trailed the list at 24.8 percent (29).

This generally means that most learners do not watch news regularly and spend at least half an hour every time they watch news. Clearly, this is explained by the learners' answers in the interview. Regardless of their frequency in watching per week, the learners said they only watch news when needed, during free time, and when in the mood.

When Needed

Learner 5 said, "*Kailangan ko po kasi sa column writing so kapag hindi po ako nanonood o nagbabasa, wala po akong maisusulat.*" [It is because I need it for column writing. I have nothing to write if I do not watch or read.]

Learner 9, on the other hand, mentioned, "*Pag nanonood po si mama sa TV, dun lang po ako nanonood. 'Pag ino-on*

yung TV dun lang po ako nanonood ng news,” agreeing that she is more interested in watching when she needs it or when they are encouraged to watch by the teachers. [I only watch when my mother watches Television. I only ever see the news when the TV is turned on.]

When in Mood

Learner 2 and 4 displayed their interest to watch only when they are in mood.

Learner 4 stated, *“Hindi po kasi talaga ako sanay manood-nood like hindi ko po naging hobby ang manood. ‘Pag nasa mood lang po ako or ‘pag nasa recommendation lang or nakuha niya lang po yung interest ko.”* [I’m not really used to watching, like I consider it a hobby. It is only when I’m in the mood, it is in recommendations (social media) or when it catches my interest.]

During Free Time and When at Home

Learner 10 and Learner 11 have the following to say:

Learner 10: *“Siguro po I only watch news because of like free time pero it’s not something that I subscribe to. Yung parang regularly kong ginagawa.”* [Maybe I only watch new because of free time, but it’s not something that I subscribe to.]

Learner 11: *“Nanonood po ako sa umaga then nanonood din po ako sa gabi, pagkauwi galing sa eskwela.”* [I watch in the morning and at night when I go home from school.]

The interview further elaborates that they spend more time on academic tasks, playing mobile games, watching movies and series, and scrolling social media sites.

Doing Academic Tasks

Learner 12 said, *“Minsan po ay nagsesearch po ako [mula sa internet] para [sa mga gawain] doon po sa school.”* [Sometimes I search from the internet for my school tasks.] Learner 7 mentioned, *“Laging naka-open yung TV pero minsan may mga dapat gawin para sa school.”* [The TV is always turned on but sometimes there are school works that need to be done.] Meanwhile, Learner 11 shared, *“Minsan po nagfo-focus po ako sa works po sa bahay.”* [Sometimes I focus on household chores.]

Mobile Gaming, Watching Films, and Social Media Scrolling

Learner 9 said she is busy in playing games. Learner 11 and 12 further said they play Mobile Legends Bang Bang (MLBB) while Learner 1 said she plays Call of Duty Mobile (CODM). Learner 10, 11 and 6 admitted they watch films and TV series.

Learner 1, on the other hand, claimed, *“More on cellphone kasi ako, kuya. Minsan nagfa-Facebook lang ako. ‘Di ako nakakapanood. Minsan sa TikTok o sa [Google] Chrome po.”* [I engage more in cellphone stuffs. Sometimes in Facebook, TikTok, or Google Chrome. I cannot watch.] *“[Binabasa ko ‘yong] mga nakikita ko po sa Facebook or minsan po mga article,”* added. [I only read what I see on Facebook or sometimes articles.]

These results supported the Radio and Television Supreme Council's report that adolescents between the ages of 12 and 17 spend nearly three times as much time online as they do watching television. The decrease on average watch time of the youth also comes down to the increase diverse and alternate choices among different media (Anadolu Agency, 2022).

Devlin (2020) also pointed out that learners can access news in their target language on the websites of major news sources or by visiting YouTube and conducting the appropriate searches.

In terms of types of news watched, international news (61) leads the list of the learners, not that far to local news on second (58). It can be noted also that though the other types of news, such as entertainment (37), sports (36), documentary (35), national (34), and investigative news (21), are far from the watching frequency of the local news, they are distributed almost evenly. This means that these news are watched with the others.

The interview further revealed that CNN (Cable News Network) English news programs, primarily from international, are watched on TV by majority of the learners. Others said they watch English news in ANC (ABS- CBN News Channel) and One News TV.

Meanwhile, local news is usually watched from ABS-CBN's TV Patrol for six Learners, while GMA's 24 Oras comes at second according to four Learners. Two Learners confirmed they also watch local news on TV5 and Bombo Radyo. This implies that they also watch Filipino news aside from English. Some of the mentioned newscasters by the learners are Pinky Web, Kara David, Doris Begonia, Ted Failon, and Karen Davila, all Filipino broadcast journalists.

TV News Same with Online, More on Video Clips, Focusing on Broadcast Style than Familiarizing Program Names

Usually watched through Facebook and YouTube, most learners claimed that they watch news from CNN and ABS-CBN news pages and channels. Learner 4, 10, and 12 said they watch news that appear on their feed or recommendations.

"I can't remember well po pero minsan I come across articles dun. Nababasa ko naman. Pero hindi kasi masyado may nakikita akong news dun sa feed," Learner 10 said. [I can't remember well, but sometimes I come across with articles there. I can read them, but I do not see news that often in my feed.]

When watching news in YouTube, Learner 10 and 4 said they watch only video clips.

Meanwhile, Learner 7 stated, *"Ang ano [pinagtutuunan] ko lang po talaga ay yung news and kung paano sila mag-broadcast,"* [I only focus on news and how they broadcast] citing why she cannot remember well the names of the programs. Learner 12 shared he watch documentaries about Ukraine and Russia, while Learner 5 said she watched documentary series, titled SAF 44, which is about the Aquino days.

Reflective Experiences and Benefits on ESL Speaking Skills Derived

The study considers the learners' reflective experiences and benefits on ESL speaking skills derived from

watching English newscasts along with motivation, attitude, confidence, and development in their speaking skills. The findings are shown in Tables 4 to 7.

Motivation Toward English Speaking and Learning

Learners' motivation toward English speaking and learning, categorized into integrative and instrumental orientations, is shown in Table 4.

It is evident in the integrative motivational orientation of the learners that they push themselves to pay extra attention to their teacher during English lessons due to its importance ($\bar{x}=3.25$), set time in a day to learn oral English to become a better broadcaster ($\bar{x}=3.07$) and without supervision after watching English newscasts ($\bar{x}=3.01$). Data further indicate that they push themselves to speak English as much as possible to enjoy broadcast simulations ($\bar{x}=3.09$) and even after their Journalism and English classes ($\bar{x}=2.84$) when they communicate with their classmates ($\bar{x}=2.71$). Though they push themselves to speak English more than other languages, this indicator still garnered the lowest mean, which suggests that it is their least priority when they are integratively motivated. The category mean ($\bar{x}=2.94$) also suggests that the learners are integratively motivated in learning ESL speaking skills after watching English newscasts.

In terms of their instrumental motivation orientation, the data revealed that the learners strongly push themselves to learn the voice quality of the newscasters ($\bar{x}=3.30$) and make their voice clear like the newscasters ($\bar{x}=3.30$) after watching English newscasts. The learners also urge themselves to speak like the newscasters with appropriate pace and volume ($\bar{x}=3.27$), with confidence ($\bar{x}=3.56$), conviction ($\bar{x}=3.04$), and enthusiasm ($\bar{x}=3.03$), and well modulation ($\bar{x}=3.22$) while talking in standard English accent that is socially acceptable ($\bar{x}=3.10$). They also want to enunciate distinctly ($\bar{x}=3.11$), pronounce ($\bar{x}=3.21$) words like the newscasters, and speak audibly during speaking activities and broadcast simulations ($\bar{x}=3.08$).

Table 4. The reflective experiences and benefits on ESL speaking skills the learners derived from watching English newscast (motivation).

Statement	Mean (n=117)	Standard Deviation	Descriptive Value
Integrative Motivational Orientation			
<i>When I watch English newscasts, I push myself to...</i>			
Pay extra attention to my teacher during English lessons because English speaking is important to me.	3.25	0.56	Agree
Speak as much English as possible to enjoy broadcast simulation in our journalism class.	3.09	0.56	Agree
Set time in a day to learn oral English to become a better broadcaster.	3.07	0.54	Agree
Set time aside in a day to learn oral English without supervision.	3.01	0.52	Agree
Speak English even after our journalism and other English subjects because I am interested in it.	2.84	0.56	Agree
Speak English when I communicate with my classmates.	2.71	0.63	Agree
Speak more English than the Filipino language, or my mother tongue in the day.	2.62	0.73	Agree
Category Mean/SD	2.94	0.62	Agree
Instrumental Motivational Orientation			
<i>When I watch English newscasts, I push myself to speak English to...</i>			
Impress my teachers.	3.16	0.62	Agree
Become like the English broadcasters I watch on newscasts.	3.08	0.59	Agree
Hone my skills in broadcasting.	3.03	0.59	Agree
Be seen as well-trained learner broadcaster.	3.03	0.67	Agree
Impress people with my broadcasting skills.	2.97	0.61	Agree
Confidently speak to my teachers and colleagues.	2.96	0.61	Agree
Join the English broadcasting team in campus journalism tilts.	2.95	0.67	Agree
<i>When I watch English newscasts, I push myself to...</i>			
Learn the voice quality of the newscasters.	3.30	0.56	Strongly Agree
Make my voice clear like the newscasters.	3.30	0.55	Strongly Agree
Speak with appropriate pace and volume.	3.27	0.55	Agree
Make my voice well-modulated like the newscasters.	3.22	0.54	Agree
Pronounce English words in a distinct manner.]	3.21	0.52	Agree
Speak with confidence like the newscasters.	3.14	0.56	Agree
Enunciate words like the newscasters.	3.11	0.50	Agree
Talk in standard English accent that is socially acceptable.	3.10	0.53	Agree
Speak audibly during speaking activities and broadcast simulations.	3.08	0.53	Agree
Speak with conviction like the newscasters.	3.04	0.59	Agree
Speak with enthusiasm like the newscasters.	3.03	0.59	Agree
Category Mean/SD	3.11	0.58	Agree
Grand Mean=3.06 (Agree)			
Legend: Weighted Mean Descriptive Value 3.28 – 4.00 >> Strongly Agree 2.52 – 3.27 >> Agree 1.76 – 2.51 >> Disagree 1.00 – 1.75 >> Strongly Disagree			

The learners mention the same findings in the interview as they want to push themselves to speak with an appropriate pace, volume, and standard English accent like the newscasters and speak with conviction,

enthusiasm, and confidence like the newscasters. Supportive to these findings is their motivation to hone their skills in broadcasting ($\bar{x}$ =3.03), be seen as a well-trained learner broadcaster ($\bar{x}$ =3.03), and become an

English broadcaster like the newscasters they watch ($\bar{x}=3.08$). These findings are also reflected in their answers in the interview as they are inspired by the way the newscasters speak. Learner 11 said it affects his excitement to talk in English. *"Naiinspire po ako sa kanila na makinig dahil po sa mga pagsasalita po nila."* [I am inspired by listening to them because of how they speak.

Meanwhile, Learner 10 claimed her fascination with the newscasters urged her to learn their skills, too. *"You've really become fascinated po kasi you notice that not everyone speaks as fluently as them so you ultimately idolize them and then gusto mong makakuha ng like how they speak din. Gusto mong matutunan yung skill na yun,"* she said. [You've become fascinated because you notice that not everyone speaks as fluently as them so you ultimately idolize them and want to get how they speak.]

Learner 12, a Grade 8 learner, has the same motivation as broadcasting will be the focus of their curriculum next year. *"Mas gusto ko po kasing ma-improve skills ko sa panood po para matutunan ko po yung tamang pag-broadcast, at pag-modulate ng voice lalo na't ang magiging focus na ng curriculum namin next year ay sa broadcasting na,"* he said. [It is because I want my skills to improve from watching so I can learn how to broadcast the right way and how they modulate their voice, especially since broadcasting will eventually be the focus of our curriculum next year.]

Furthermore, watching newscasts also made them want to impress their teachers ($\bar{x}=3.16$) and other people with their broadcasting skills ($\bar{x}=2.97$). Learner 4 mentioned, *"yun nga po to impress the audience and parang naging nature ko na rin po siya,"* confirming she wants to be like the newscasters after watching news.

They also want to speak confidently to their teachers and peers ($\bar{x}=2.96$), and join the English broadcasting team in campus journalism tilts ($\bar{x}=2.95$). Most of the Learners in the interview confirmed they want to join broadcasting competitions. *"Kasi I was supposed to try out to be a broadcaster po na makiki-compete pero nag- change lang po*

kasi ako ng mind kasi masyado kong inisip na I don't have enough experience," Learner 10 explained. [I was supposed to be a broadcaster to compete but I changed my mind because I overthought that I don't have enough experience.] Learner 12, however, opined he was inspired by the student broadcasters. *"...dahil nakikita ko po yung mga ibang estudyante [...] na nagbro-broadcast din na parang gusto ko rin silang gayahin, pero hindi po dahil talaga nanood ako ng balita,"* he said. [...because I see other students broadcasting and that makes me want to imitate them also but not really because I watch news.]

With the category mean at 3.11, the learners are also instrumentally motivated to learn ESL speaking skills after watching English newscasts.

The grand mean (3.06) further implies that the learners are motivated to English speaking and learning. As stipulated by Ivone & Renandya 2019, extensive listening or viewing increases motivation in the target language and develops listening fluency and automaticity. This also supports the assertion of Sasanapradit (2012), as using audio-visual media can arouse motivation from students to improve their pronunciation while they can imitate the native speakers' pronunciation in the video.

However, it can be noted that they are more instrumentally motivated (3.11) than integratively motivated (2.94) as indicated by the category means. Same findings were described by Muftah and Rafik-Galea (2013) that the motivation level of the students was high and more instrumentally motivated but, their integrativeness was also high. This was because instrumental motivation focuses on a pragmatic approach, whereas integrative motivation relates to personal desire and persistence to achieve certain goals, especially in the tedious second language learning process. (Engin 2009) This contradicts the findings of Gardner and Lambert's Theory of Motivation (1972), which suggested that integrative motivation supersedes instrumental motivation, because integrative motivation involves attitudinal factors and goal-orientated

behaviors, which are essential to the second language learning process.

The learners also mentioned that they are motivated to learn speaking to enjoy school life, which is another manifestation of instrumental motivation for future purposes. The following Learners have these to say:

Learner 4: *"Para po mas ma-enjoy ko po talaga yung pagiging high school ko po or senior high kasi dream ko po talaga makipag-communicate na may magandang accent or vocabulary"*. [So I can enjoy more my high school or senior high school (soon) life because I really dream to communicate with a good accent and vocabulary]

Learner 5: *"Kasi po for future purposes like say next year, Senior High School na po ako, parang mas gusto ko pong mag-HUMSS strand so kailangan ko po siyang i-hone."* [It is because for future purposes, like we say next year I will be in senior high school, it seems I want to pursue the HUMSS (Humanities and Social Sciences) strand so I need to hone it.]

Attitude Toward Learning Speaking

Table 5 presents the learners' attitude toward learning speaking after watching English newscasts, categorized to cognitive, behavioral, and affective. In cognitive, the learners claimed watching English newscasts makes them believe that learning English speaking skills is not a waste of time ($\bar{x}=3.32$) and realized that learning to speak is fun ($\bar{x}=3.28$). It also makes them convinced that learning to speak well is important in learning a language ($\bar{x}=3.27$) and in broadcasting ($\bar{x}=3.24$). Learner 10 opined, *"Learning English is a very important skill po para sa akin [for me]. Kasi [because] it's very important that you know how to write and read English as a second language dito [here in the Philippines]."*

Furthermore, they are convinced that proper pronunciation should be emphasized in class ($\bar{x}=3.17$) and that acquiring native pronunciation in learning English is important ($\bar{x}=3.14$). In connection to this, they become also convinced that sounding like a native English speaker is important to them in learning English

pronunciation ($\bar{x}=3.13$). Therefore, it can be reflected in the category mean (3.22) that watching news positively influences their cognitive attitude toward learning speaking. It is somehow connected to the findings of Liando, Sahetapy, & Maru's (2018) research as learners think that by watching English-language movies, they can improve their pronunciation and speaking abilities. This also reinforced the findings of ChanLin (2020), which found that participants had favorable opinions of the broadcast method of ESL instruction.

The same as what transpired with the respondent's motivation in learning speaking, watching newscasts also positively impacts their behavioral attitude toward learning speaking ($\bar{x}=3.19$). To take a closer scrutiny, it makes them strongly willing to improve their speaking skills (3.38), which is true to their strong willingness to develop the clarity of their voice (3.32) and willingness to modulate their voice (3.27), the pacing and volume of their speaking (3.23), their pronunciation (3.20), their enunciation (3.13), and their English accent (3.12) as demonstrated by the newscasters. Sasanapradit (2012) concluded that as the students are more motivated to practice pronunciation, the higher the tendency that their pronunciation of the second language will improve.

It can be gleaned also that they become concerned with their progress in English language speaking (3.11) and want to do well on oral tests (3.14).

In terms of their affective attitude, findings suggest that watching news strongly makes them enjoy developing their speaking skills (3.32), especially in English (3.28), and learning the voice quality of the newscasters (3.28). It also makes them feel successful when they speak English and enthusiastic to speak like newscasters. As the category mean shows (3.26), watching news positively influences their affective attitude toward learning speaking. This provides an insightful example of the proven contributions of Dale's Cone of Experiences to audio-visual aids which have a high degree of interest for the students (Travers, 1967).

Table 5. The reflective experiences and benefits on ESL speaking skills the learners derived from watching English newscast (attitude).

Statement	Mean (n=117)	Standard Deviation	Descriptive Value
<i>Watching English newscast makes me...</i>			
Cognitive			
Believed that learning English speaking skills is not a waste of time	3.32	0.50	<i>Strongly Agree</i>
Realized that learning speaking is fun.	3.28	0.54	<i>Strongly Agree</i>
Realized learning to speak well is important in learning a language	3.27	0.52	<i>Agree</i>
Convinced that learning to speak well is important for me as a learner broadcaster	3.24	0.47	<i>Agree</i>
Convinced that more emphasis should be given to proper pronunciation in class	3.17	0.53	<i>Agree</i>
Convinced that acquiring native pronunciation in learning English is important to me	3.14	0.49	<i>Agree</i>
Convinced that sounding like a native speaker is important to me when learning English pronunciation	3.13	0.48	<i>Agree</i>
Category Mean/SD	3.22	0.51	<i>Agree</i>
Behavioral			
Want to improve my speaking skills	3.38	0.55	<i>Strongly Agree</i>
Willing to develop the clarity of my voice	3.32	0.61	<i>Strongly Agree</i>
Willing to modulate my voice well like the newscasters	3.27	0.55	<i>Agree</i>
Learn to speak with appropriate pace and volume	3.23	0.55	<i>Agree</i>
Prefer to pronounce English words in a distinct manner	3.20	0.48	<i>Agree</i>
Try to imitate native English speakers as much as possible	3.15	0.48	<i>Agree</i>
Speak audibly during speaking activities and broadcast simulations	3.15	0.51	<i>Agree</i>
Want to do well on oral tests	3.14	0.57	<i>Agree</i>
Try to enunciate words like the newscasters	3.13	0.55	<i>Agree</i>
Prefer to talk in standard English accent that is socially acceptable	3.12	0.53	<i>Agree</i>
Concerned with my progress in learning English speaking skills	3.11	0.58	<i>Agree</i>
Mimic native accents demonstrated by the newscasters	3.09	0.55	<i>Agree</i>
Category Mean/SD	3.19	0.55	<i>Agree</i>
Affective			
Interested to develop my speaking skills.	3.32	0.60	<i>Strongly Agree</i>
Enjoy speaking English	3.28	0.60	<i>Strongly Agree</i>
Enjoy learning the voice quality of the newscasters.	3.28	0.58	<i>Strongly Agree</i>
Interested to speak in English.	3.28	0.61	<i>Strongly Agree</i>
Feel successful when I speak English.	3.21	0.67	<i>Agree</i>
Enthusiastic to speak like the newscasters.	3.19	0.59	<i>Agree</i>
Category Mean/SD	3.26	0.61	<i>Agree</i>
Grand Mean=3.22 (Agree)			

Manner of Speaking Arouses Excitement

These findings are further supported by the interview responses of the learners, who felt excited to learn English after feeling interested in watching newscasts. Learner 10 claimed, “they speak very calmly and their manner of speaking gets your attention.” Nevertheless, she

added that more dedication and interest are needed to be influenced by newscasters' enthusiasm in speaking. “I think with more dedication and mas madaming interest, ultimately eh magagawa ko rin yun,” she said. [I think with more commitment and more interest, ultimately, I can do it also.]

Confidence in Learning Speaking**Table 6.** The reflective experiences and benefits on ESL speaking skills the learners derived from watching English newscast (confidence).

Statement	Mean (n=117)	Standard Deviation	Descriptive Value
Confidence to communicate			
<i>When I watch English newscast, I feel confident to...</i>			
Speak with appropriate pace and volume.	3.16	0.56	<i>Agree</i>
Develop the clarity of my voice.	3.15	0.60	<i>Agree</i>
Communicate in standard English accent that is socially acceptable.	3.15	0.60	<i>Agree</i>
Pronounce English words in a distinct manner.	3.15	0.56	<i>Agree</i>
Participate in speaking activities.	3.06	0.55	<i>Agree</i>
Converse with my teacher in English.	3.04	0.55	<i>Agree</i>
Converse with my classmates in English.	3.02	0.56	<i>Agree</i>
Speak before the public.	2.97	0.53	<i>Agree</i>
Category Mean/ SD	3.09	0.56	<i>Agree</i>
Calmness in speaking			
<i>When I watch English newscast, I feel calm that I can...</i>			
Accept the feedback of my teachers.	3.25	0.56	<i>Agree</i>
Get a higher grade.	3.21	0.64	<i>Agree</i>
Correct my mistakes if I speak English.	3.16	0.62	<i>Agree</i>
Pass English speaking tests.	3.13	0.57	<i>Agree</i>
Get over if my classmates laugh at my mistakes.	3.08	0.67	<i>Agree</i>
Speak better than my classmates.	2.79	0.65	<i>Agree</i>
Category Mean/ SD	3.10	0.63	<i>Agree</i>
Confidence to learn newscasting style			
<i>When I watch English newscast, I am confident to learn...</i>			
Speaking audibly during speaking activities and broadcast simulations.	3.16	0.56	<i>Agree</i>
Modulating my voice well like the newscasters.	3.15	0.55	<i>Agree</i>
The voice quality of the newscasters.	3.14	0.52	<i>Agree</i>
How to speak with enthusiasm like the newscasters.	3.13	0.57	<i>Agree</i>
Enunciating words like the newscasters.	3.12	0.53	<i>Agree</i>
ative accents demonstrated by the newscasters.	3.09	0.54	<i>Agree</i>
Category Mean/ SD	3.13	0.54	<i>Agree</i>
Grand Mean=3.11 (Agree)			

Concerning confidence in learning speaking, Table 6 shows that watching newscasts positively influences their confidence in learning speaking (3.11), particularly their confidence to communicate (3.09), calmness in

speaking (3.10), and confidence to learn newscasting style (3.13).

Concerning their confidence to communicate, the data specify that they feel confident to speak with appropriate

pace and volume (3.16), develop a clear voice (3.15), communicate in standard English accent that is socially acceptable (3.15), and pronounce English words in a distinct manner (3.15). It also indicates that watching news boosts their confidence to converse with their classmates (3.02) and teachers (3.04) in English. Though obtained the lowest mean, the learners still feel confident to speak before the public when they watch (2.97).

This means that their confidence to speak fluently develops as they watch English newscasts, as also projected by the category mean (3.09). Kung (2012) affirmed that using news broadcasts as a class supplement increased students' eagerness to speak and elaborate on more difficult English themes. Students' interests, confidence, and speaking abilities were all strengthened, which boosted their learning objectives and prepared them to become autonomous language learners.

When it comes to their calmness in speaking, they feel calm when they accept the feedback of their teachers (3.25), which is also a manifestation that they are calm in correcting their mistakes when they speak English (3.16) and that they can get over if their classmates laugh at their mistakes (3.08).

The data indicate that they are calm enough to get higher grades (3.21) and pass English speaking tests (3.13). Though the learners positively respond that watching news makes them calm in speaking better than their classmates, it still gains the lowest mean (2.79), which suggests that this has the least manifestation among the learners when it talks about their calmness. The category mean (3.10) further implies that watching newscasts makes them calm in speaking and developing this skill.

Learner 11, however, admitted that being nervous cannot be avoided when applying the newscaster's strategy. He mentioned, "*Minsan po nakukuha ko po yung ganung side, ganung strategy po nila pero minsan po mas nauuna po ksi*

yung kaba lalo na po kapag nakikipag-communicate." [Sometimes I can get that side (the composure), that strategy, but sometimes uneasiness comes first, especially in communication.]

Meanwhile, the learners' confidence in learning newscasting style, as reflected by the category mean (3.13), is positively affected by watching news. This is particularly true to learning the newscasters' quality (3.14) and modulation of their voice (3.15), enunciation (3.12), and native accents (3.09). Moreover, watching newscasts makes them also confident to learn how to speak audibly during speaking activities and broadcast simulations (3.16).

Speaking proficiency must be urgently stressed in EFL/ESL courses, according to Akhter et al. (2020). As their speaking skills advance, the learners will become more self-assured, which will give them more confidence to face challenges in the future.

The general mean (3.11) suggests that confidence in learning speaking is among the SPJ learners' reflective experiences and benefits in watching English newscasts.

The learners' responses assert this overall finding in the interview as they claimed watching news boosts their confidence in speaking. Amazed with the newscasters which makes him want to adapt their confidence, Learner 11 said, "*Kapag nanonood po, mas naboboost po yung confidence ko na magsalita ng Ingles.*" [When I watch, I become more confident to speak.] Meanwhile, being influenced by their confidence to speak, Learner 1 described that she can already adapt their accent.

Learner 4, however, said that she can only imitate them without the presence of other people. "*May mga times pa rin na nai-imitate ko po pero kapag wala pong mga tao sa paligid ko kasi dun po mahina talaga ako sa confidence po kapag nagsasalita,*" she elaborated. [There are times that I can imitate them also but when there is no one around as during this time, I have low confidence to speak.]

Reflective Development on Speaking Skills**Table 7.** The reflective experiences and benefits on ESL speaking skills the learners derived from watching English newscast (development).

Statement	Mean (n=117)	Standard Deviation	Descriptive Value
Speaking Ability			
<i>Through watching English newscast, I can...</i>			
Apply correct pronunciation in practice	3.26	0.56	Agree
Apply new vocabularies in practice	3.15	0.60	Agree
Convey in a clear message to the audience.	3.10	0.56	Agree
Convey a message in an understandable manner	3.09	0.52	Agree
Facilitate my classmates in learning speaking.	3.08	0.53	Agree
Convey a message while maintaining a suitable, steady speed	3.06	0.51	Agree
Mimic the tone and intonation of the newscasters	3.03	0.58	Agree
Apply unfamiliar accents and dialects better.	3.01	0.64	Agree
Category Mean/SD	3.10	0.57	Agree
Opportunity for learning			
<i>Through watching English newscast, I can learn to...</i>			
Practice better daily conversations.	3.21	0.55	Agree
Improve my speaking skill by watching English movies.	3.21	0.61	Agree
Improve my speaking skills better than other English media normally used in class.	3.15	0.63	Agree
Modulate my voice well like the newscasters.	3.14	0.59	Agree
Improve my enunciation like that of the newscasters	3.13	0.57	Agree
Speak English the standard way that is acceptable to a particular context.	3.12	0.56	Agree
Adapt how excellent intermediate and advanced language teachers speak.	3.12	0.56	Agree
Talk in standard English accent that is socially acceptable.	3.12	0.57	Agree
Express English language in a more authentic way.	3.09	0.60	Agree
Speak general English speech free of strong accents and slang.	3.06	0.58	Agree
Reinforce my aural comprehension skills.	3.05	0.55	Agree
Speak audibly during speaking activities such as broadcast simulations.	3.05	0.57	Agree
Category Mean/SD	3.12	0.58	Agree
Grand Mean=3.11 (Agree)			

Having the overall mean (3.11), the learners are positive toward developing their speaking skills through watching newscasts, categorized into speaking abilities and opportunities for learning speaking, as shown in Table 7. Through watching English newscasts, the learners can apply new pronunciation (3.26) and

vocabulary (3.15) in practice, and apply unfamiliar accents and dialects better (3.01). Also, they can convey a clear message to the audience (3.10) and in an understandable manner (3.09), while maintaining a suitable, steady speed (3.06). They also reflect that they can mimic the tone and intonation of the newscasters

(3.03) through watching news. With this reflection, they also claim they can facilitate their classmates' learning speaking (3.08). The category mean (3.10) likewise suggests that watching newscasts positively impacts their speaking abilities.

Learner 1 said in the interview that she can imitate the intonation of the newscasters. Learner 7, on the other hand, said he is following his own style of speaking and broadcasting, but imitates the newscasters' slang and follows their tone depending on the angle of the news. "*Kung paano ibroadcast yung news, [halimbawa], ang angle ay namatay,*" he shared while clarifying that it refers to the tone of newscasters when they broadcast news with varied angles of stories. This also elucidated the contention of Nash et al., 1996 which explained that comprehension is easier when the speaker's face is observed rather than just listening to the reporter's voice in the field. Furthermore, their grammar is correct, and they speak in an educated tone and vocabulary.

Meanwhile, Learner 4 admitted that applying the skills she learned from watching is one of her weakness. "*Nagiging iba po talaga yung outcome kapag may mga activities na po.*" Nonetheless, she claimed that she can get how the newscasters emphasize their words when speaking.

On the learning opportunity, the data tells that watching newscasts gives them opportunities for learning speaking as emphasized by the category mean (3.12). It is evident that they can learn to practice better conversations (3.21), which is also supported by their positive response to learning speaking standard English that is acceptable to a particular context (3.12) and talking in standard English accent that is socially acceptable (3.12). Moreover, findings emphasize that the learners can learn to modulate their voice well (3.14) and improve their pronunciation (3.13) like the newscasters when watching English newscasts. Learner 12 claimed, "*Just by watching po kasi, parang gusto ko na rin na gayahin kung paano nila binababaan yung pagsalita nila.*" [Just by watching, I feel like I also want to follow how they lower

their voices.] Learner 10 opined, "*Mae-embarrass ka at first na parang ginagaya mo lang sila pero maganda naman kung paano sila magsalita so why not try it? Para malay mo magaling ka palang mag-speak ng parang ganun, tapos mas maraming [taong] makikinig sa'yo.*" [You may feel embarrassed at first as you only imitate them, but the way they speak is good. So, why not try it? You may not know that you speak good like them, then more people will listen to you.]

As discussed by Q-language (2020), watching or listening to news in English enables students to experiment with shadowing, which is related to how watching news improves learners' speaking abilities generally. They may repeat anything the news anchor says if the students talking to themselves in public do not upset them. This includes reading news articles aloud, trying to mimic their tone and intonation to lessen their accent, and engaging in hours of speaking practice.

Learner 4 further claimed that it also teaches her to write news. "*Aside po sa tinuturuan kang maging natural yung voice na-adapt ko rin po kung paano po bumuo ng news parang ang saying lang po kasi kung maayos yung accent ko pero mali po yung naibibigay kong news po,*" she said. Learner 1 agreed as she mentioned she can also apply what she learns from watching news into writing.

Also, their capability to learn how to improve their speaking skills by watching English movies (3.21) and improve them better other than the English medium used in class (3.15) are proofs that they have opportunities to develop their speaking skills just through watching newscasts.

Learner 4 shared tips that she reflected from watching news. "*Number one po talaga sa mga tips na nakukuha ko lagi ay 'wag maging bothered sa mga grammar na nababanggit mo kasi mas nahahalata raw po na parang hindi ka daw confident kapag nabobother ka sa mga grammar,*" she said.

In addition, the learners can learn to express English language in a more authentic way (3.09) as they can also learn to speak general English speech free of strong

accents and slang (3.06) and adapt how excellent intermediate and advanced language teachers speak (3.12) through watching English news. Data also revealed that they can learn to reinforce their aural comprehension skills (3.05) and speak audibly during speaking activities such as broadcast simulations (3.05).

This supports the conclusion of Q-Admin in English News Lesson (2020) as watching the news will aid learners by exposing them to general English speech free of strong accents and slang. They can concentrate on listening to and comprehending English by listening to news anchors. Learners will not become frustrated as they proceed because difficult accents, rare terminology, or fast-paced interactions will not hinder them.

The learners, however, argued in the interview that there are times that the newscaster deliver their news fast, making them difficult to comprehend. Learner 12 said, *"Minsan po masyadong mabilis [silang magsalita]."* [Sometimes they are very fast to speak.] Learner 10 clarified, *"Ok lang naman po yung mabilis sila magtalk and they have an accent pero yung di ko nagugustuhan ay yung to the point na wala ka na talagang nage-gets."* [The way they talk fast and have an accent is just okay, but I don't like the extent that you will not really get it.]

The investigation of Cross (2011) anyway found that another benefit of watching newscasts is the visual content, which has additional benefits for comprehension such as improving comprehension, reducing attention to and processing of aural content, and raising learners' expectations and inferences about the content. This result is in congruence with the findings as the table shows that SPJ learners can learn to reinforce their aural comprehension skills ($\bar{x}=3.05$).

Learns from Content

Aside from the speaking skills learned from newscasts watching, the interview also revealed that the learners also learn from the news content, especially on facts. Bodas et al. (2015), however, is critical with the content of

newscasts as increasing newscast viewing frequency was linked to uncontrollable terror, physiological hyperarousal, sleeping difficulties, and fearful thoughts. Greater watching habits of televised traumatic content and unfavorable perceptions of such broadcasts were found to be linked to the reporting of anxiety symptoms or psychopathology. Nevertheless, when learning speaking the learners are not bothered with the content. Learner 9, for example, agreed there is no harmful effects of watching news as per content, saying even she can learn to speak even when the news deals serious issues.

Interrelationship between Habits in Watching English Newscasts and Reflective Experiences and Benefits on ESL Speaking Skills

The study tested the hypothesis that there is no relationship between SPJ learners' habits in watching English newscasts and their reflective experiences and benefits on ESL speaking skills. Table 14 shows three computed correlation coefficients with associated probabilities lower than 0.05 after Kendall's tau-b Test; thus, there is a reason to reject the null hypothesis.

Motivation Toward ESL Speaking

Results revealed that the learners' frequency of watching news per week ($r=0.035$, $p=0.640$) and per day ($r=0.012$, $p=0.873$), time spent in watching per day ($r=0.059$, $p=0.426$), and integrative motivation toward learning speaking have no significant relationships. The same goes with the instrumental motivation and frequency of watching per week ($r=0.112$, $p=0.126$) and per day ($r=0.042$, $p=0.572$), and the time they consume in watching everytime they watch ($r=0.060$, $p=0.402$). This means that their watching habits have nothing to do with their motivation toward learning ESL speaking skills. This is unusual as watching news was found to mediate the motivation of the learners toward ESL speaking as shown in Table 6 and as stipulated in the previous findings. It can be understood, however, that no matter how extent the learners watch newscasts, it is not associated to their motivation toward learning speaking.

Attitude toward ESL Speaking

In terms of attitude, only affective and frequency of watching per week ($r=0.206$, $p=0.008$) and time spent in watching per day ($r=0.197$, $p=0.009$) revealed to have highly significant relationships. Thus, it can be reflected that as their frequency of watching English newscasts and the time they spent in watching per day increase, the learners are more likely to have better affective attitude toward ESL speaking. It can be noted that affective attitude is defined by the learners' interest, enjoyment, and enthusiasm to ESL speaking.

Arouses Excitement

The learners confirmed in the interview that increased watching newscasts improves their excitement in speaking English as they can imitate the way the newscasters speak in terms of calmness, voice quality, and accent, and it trains their brain. The following are the reasons explained by the learners:

Learner 1: *Nakakaengganyo po which is nakakaexcite rin.* (It was engaging and exciting at the same time.)

Learner 2: *Nagagaya ko po sila.* (I can imitate them.)

Learner 12: *Mas marami kang matututunan at matratrain yung brain mo sa mga pananalita po at mga naririnig mo sa balita.* (You can learn more and your brain can be trained from speaking and from what you hear in the newscasts.)

Learner 11: *Naiinspire po ako sa kanila na makinig dahil po sa mga pagsasalita po nila.* (I am inspired by them in listening because of the way they speak.)

Learner 10: They speak in a very calm and their manner of speaking gets your attention.

Hooks Interest

Furthermore, the learners revealed in the interview that their interest were also hooked as they increase their watching frequency. Learner 4 said, *"Nakaka-hook po ng interest. Nung time po talaga is yung training pa lang nung mobile journalism po, dun po ako nagkainterest na manood ng*

balita. Kasi naghahanap rin po ako ng reference kung paano po sila humarap sa camera kasi po may exposure na po." [It can hook interest. I was really become more interested during the training time of mobile journalism as I also looks for reference on how they compose themselves in front of the camera as I already have an exposure.] Learner 5 mentioned, *"Maliban sa pagiging in journalism curriculum, parang mas nagiging interesado ka talaga kasi napaliligiran ka ng mga English speakers."* [Aside from being in a journalism [program], it seems you become more interested as you are really surrounded by English speakers.] Meanwhile, Learner 10 opined, *"Siguro po mai-influence po sila dun. 'Pag palagi kayo nanonood, parang magugustuhan mo like how they speak and you will ultimately want to learn that also."* [Maybe it influences them. When you always watch, you may admire how they speak and you will ultimately want to learn it also.]

Makes Learning the Voice Quality of the Newscaster More Enjoying

Learners 2, 4, and 5 claimed that increased watching makes learning the newscasters' voice quality more enjoyable. Learner 4 shared, *"Usually po kasi yung pinapanood ko is may mga channels po yung mga newscaster na pinapanood ko and pinapanood ko po lahat ng mga videos nila."* [Usually, I watch the channels of the newscasters I subscribe to and I watch all of their videos.] Learner 5 said, *"More on sulat po ako so minsan [pero] nakakaenjoy po yung modulation ng voice nila lalo na po nung nagpa-output si Sir Bryan and syempre nanood din po ako for improvement, for betterment so minsan ginagaya ko po yung accent nila and yung way of speaking nila."* [I am more into writing but I enjoy the modulation of their voice especially when Sir Bryan gave us an output and of course I watch also for my improvement so sometimes I imitate the modulation of their voice and the way they speak.]

Conversely, the learners' watching habits in general and their cognitive attitude have no significant relationships. All correlation coefficients have probability values higher than 0.05.

Table 8. Correlation results between the habits in watching English newscasts and reflective experiences and benefits on ESL speaking skills.

Variables	Test	Correlation Coefficient	p-value	Statistical Inference
MOTIVATION				
Integrative Motivation and				
Frequency of Watching (per week)	tau-b	0.035	0.640	Not Significant
Frequency of Watching (per day)	tau-b	0.012	0.873	Not Significant
Time Spent in Watching (per day)	tau-b	0.059	0.426	Not Significant
Instrumental Motivation and				
Frequency of Watching (per week)	tau-b	0.112	0.126	Not Significant
Frequency of Watching (per day)	tau-b	0.042	0.572	Not Significant
Time Spent in Watching (per day)	tau-b	0.060	0.402	Not Significant
ATTITUDE				
Cognitive Attitude and				
Frequency of Watching (per week)	tau-b	0.144	0.061	Not Significant
Frequency of Watching (per day)	tau-b	0.015	0.846	Not Significant
Time Spent in Watching (per day)	tau-b	0.049	0.515	Not Significant
Behavioral Attitude and				
Frequency of Watching (per week)	tau-b	0.088	0.240	Not Significant
Frequency of Watching (per day)	tau-b	0.029	0.704	Not Significant
Time Spent in Watching (per day)	tau-b	0.073	0.316	Not Significant
Affective Attitude and				
Frequency of Watching (per week)	tau-b	0.206**	0.008	Highly Significant
Frequency of Watching (per day)	tau-b	0.082	0.298	Not Significant
Time Spent in Watching (per day)	tau-b	0.197**	0.009	Highly Significant
CONFIDENCE				
Confidence to Communicate and				
Frequency of Watching (per week)	tau-b	0.144	0.058	Not Significant
Frequency of Watching (per day)	tau-b	0.009	0.906	Not Significant
Time Spent in Watching (per day)	tau-b	0.143	0.055	Not Significant
Calmness in Speaking and				
Frequency of Watching (per week)	tau-b	0.081	0.286	Not Significant
Frequency of Watching (per day)	tau-b	0.072	0.355	Not Significant
Time Spent in Watching (per day)	tau-b	0.144	0.051	Not Significant
Confidence to Learn Newscasting Style and				
Frequency of Watching (per week)	tau-b	0.201*	0.010	Significant
Frequency of Watching (per day)	tau-b	-0.012	0.883	Not Significant
Time Spent in Watching (per day)	tau-b	0.062	0.421	Not Significant
REFLECTIVE DEVELOPMENT				
Speaking Ability and				
Frequency of Watching (per week)	tau-b	0.142	0.060	Not Significant
Frequency of Watching (per day)	tau-b	0.030	0.701	Not Significant
Time Spent in Watching (per day)	tau-b	0.143	0.054	Not Significant
Opportunity for Learning and				
Frequency of Watching (per week)	tau-b	0.090	0.236	Not Significant
Frequency of Watching (per day)	tau-b	0.001	0.989	Not Significant
Time Spent in Watching (per day)	tau-b	0.068	0.362	Not Significant

This is the same with their behavioral attitude as the correlation coefficients in their watching habits have probability values also higher than 0.05. This means that their English newscast watching habits do not really

influence their cognitive and behavioral attitude toward learning ESL speaking.

This somehow refutes the idea of Albert Bandura's Social Learning Theory which explicates that the situation,

cognitive or mental representations of the environment, and the constant influence of the three components on each other all influence the behavior of the learner (Origin Learning, 2015).

Confidence in Learning ESL Speaking

On confidence in learning ESL speaking, only frequency of watching per week ($r=0.201$, $p=0.010$) is found to be significantly related to the learners confidence to learn newscasting style. This means that the more frequently they watch English newscasts per week, the more confident they are to learn the newscasting style demonstrated by the newscasters they watch.

Difficult to Adapt Newscasting Style

Some of the learners claimed that it is difficult to adapt the newscasters voice quality. Learner 10 said, *"I think medyo mahihirapan po ako dun kasi it's not easy to have one way of speaking and then you want to adapt to a whole another way of speaking. Mahihirapan ka po dun, kasi nasanay ka na sa kung paano ka nagsasalita noon tapos kailangan mo pang masanay na parang magsalita like yung napapanood mo."* [I think I would find it difficult to follow because it's not easy to have one way of speaking and then you want to adapt to a whole another way of speaking. You may find it hard because you are used to how you speak before you need to train yourself on speaking like what you watch.] Learner 11 supports Learner 10 as he said, *"Parang hindi po ganun kadali magaya, based on my experience po. Yung pagsasalita po nila, mahirap po yung paglalam."* [It seems not that easy to imitate, based on my experience. The way they speak in their lower voice is difficult.]

More Confident to Learn Speaking Style When Frequent Watching

The learners, however, remarked in the interview that they are more confident to learn the newscasters' speaking style when they watch more frequently. Learner 10 agreed when asked if she can get used to the speaking style of the newscasters when watching constantly. *"Overtime naman po, opo, kasi yun naman po yung nangyari sa akin," she said.* [Overtime, yes, because that was what happened to me.] Learners 7, 12, and 2 felt

the same. Learner 2 said, *"...habang mas matagal po parang naiintindihan ko na rin po sila,"* referring to the pace of speaking of the newscasters which affects their listening. [While watching longer, it seems I understand them already.] Learner 12 expressed, *"Medyo mahirap po pero kapag paulit-ulit mo pong panoorin, masasanay ka rin po."* [It's quite difficult but you will get used to it as you watch them frequently.] While Learner 9 shared, *"It takes time to practice."*

The same experience was corroborated by Richards (2018) shared his experience in watching a 24-Hour TV news. Surprisingly, it was discovered that as he heard the reports again and again, he was understanding them better and better, picking up words he had missed the first time.

As for their confidence to communicate, statistically analyzed data revealed that the learners' watching habits on the whole are not significantly related to their confidence to communicate and calmness in ESL speaking. This is after obtaining a correlation coefficient with associated probabilities higher than 0.05 significance level in frequency of watching per week, frequency of watching per day, and time spent per day.

Reflective Development on Speaking Skills

As regards the learners' reflective development on speaking skills, there were no significant relationship discovered between frequency of watching per week ($r=0.142$, $p=0.060$) and per day ($r=0.030$, $p=0.701$), time spent in watching newscasts per day ($r=0.143$, $p=0.054$), and their speaking abilities. The same relationships are found between opportunities for learning ESL speaking and frequency of watching per week ($r=0.090$, $p=0.236$) and per day ($r=0.001$, $p=0.989$), and time spent in watching per day ($r=0.068$, $p=0.032$). It implies that the English newscast watching habits of the learners have nothing to do with their reflective development on speaking skills. However, this does not necessarily mean that news watching do not influence their reflective skills development as findings as displayed in Table 9 shows that they benefit from watching news in terms of their

speaking abilities and the opportunities to learn ESL speaking. This insignificant relationship only revealed that no matter how frequently or long they watch news, their reflective experiences and benefits on ESL speaking after watching news remain the same. This is, however, contrary to the claims by the learners as narrated in their Confidence in Learning Speaking when watching newscasts that they are more confident to learn the newscasters speaking style when they watch more frequently.

Affective Broadcast-Speaking Instructional Framework: A Basis for Instructional Plan in Special Program Journalism Curriculum

The Department of Education (DepEd) recognizes the need to build the foundation to developmental journalism and cater to the special needs of gifted learners among secondary students through its implementation of the Special Program in Journalism (SPJ). The program supports Republic Act 7079, otherwise known as the Campus Journalism Act of 1991, which mandates the DepEd to "conduct and implement programs in various aspects of journalism."

On the Manual of Operations of SPJ at the Secondary Level, all stakeholders should be well-informed of its components and guidelines to ensure effective and efficient operationalization of the SPJ. Therefore, a monitoring and evaluation of the program are needed to be undertaken by supervisors, school heads, department heads, and teachers, to devise acceptable ways of implementing the program, and to solve issues and concerns that emerge. Specifically, Article 1 Section 2.2 (Delivery of Instruction) states, "*SPJ teachers are highly encouraged to be creative, innovative, and resourceful to ensure maximum participation and involvement of the students that will redound to the development of their knowledge and skills in this discipline.*"

At Lal-lo National High School (LNHS), one of the mega and performing schools in the Schools Division of Cagayan, SPJ is still its newest JHS program which implementation only started in 2019. The pioneers, now

in their fourth year, have undertaken radio broadcasting in their Grade 9 curriculum. English medium is widely practiced rather than Filipino, since it is yet to explore the mechanics in the latter. With the program still on its early stage of implementation, learners are yet to engage with the effective strategies in teaching broadcasting. In an interview, Ms. Karen Gauat, Grade 10 SPJ adviser and the adviser of the pioneer class who are in their tenth grade now, said most of the qualifiers of the said program are first timers in the field of journalism and have no experience joining the press conferences during their elementary days.

This is confirmed in the preceding discussion as only few of the learners enrolled in SPJ have experiences in journalism and engagement to broadcasting and these factors, together with their grades in Journalism subject are found relevant to their reflective experiences and benefits to their ESL speaking skills. Aside from their journalism experiences, qualitative results also revealed that their grade level, based on the curriculum requirements of SPJ, and their language at home are associated with their interest to watch English newscasts. Their watching habits, on the other hand, particularly their frequency of watching every week and the time spent in watching are strongly correlated to their affective attitude toward ESL speaking. Their watching frequency per week is also found to have significant relationship with their confidence to learn the newscasting style. With related literature indicating the benefits of watching newscasts as audio-visual technologies in the instruction, the need for the SPJ curriculum developers and implementers to be creative and innovative with their delivery of instruction, and the significant results of the learners' English newscasts watching habits to their reflective experiences and benefits toward learning ESL speaking, an instructional framework that will serve as the basis of the teachers' instructional plan for necessary learning competencies stated in the curriculum can be considered.

Affective Broadcast-Speaking Instructional Framework: A Closer Look

Inspired by the microphone of news reporters on television, the framework, as shown in Figure 7, integrates the instructional procedures and the mediating elements as suggested by the quantitative and qualitative results. To take a closer scrutiny, each part and element is explained below.

The Foundation (Handle)

The SPJ curriculum, being in the handle of the microphone, is the main foundation of the instructional framework developed as it mediates the learning experiences of the learners based on the focus of their grade level in their special subjects Journalism and Advanced English. This curriculum, engaged by the learners, is said to be one of the reasons why they are interested to watch English newscasts and want to improve their speaking skills as confirmed in the interview. The learners who are primordially interested to learning ESL speaking and watching English newscasts are in Grade 8, 9, and 10 because of the involvement of speaking in their curriculum. The Advanced English subject of Grade 8 is focused on public speaking, while the Journalism subjects of Grade 9 and 10 are focused on radio journalism and TV journalism, respectively - the main reason behind the watching habits and interest of the learners toward speaking based on the qualitative results.

Moreover, the SPJ curriculum as explained in the beginning of the rationale, serves as the major basis why the need of instructional framework, especially on its Delivery of Instruction (Article 1 Section 2.2). As enhancing the broadcasting skills of the learners is the main target of this instructional framework, the curriculum guide in Journalism serves as the basis of the learning competencies targeted to be achieved by the instructional procedure delineated in this framework.

Mediating Elements (The Box)

The box, where the control buttons and batteries are attached, contains other mediating elements of the

instructional procedure in terms of factors affecting the watching habits of the learners and the audio-visual technology to be used based on the results of the technology-related variables of the study.

The batteries include language at home, journalism experiences, and grade level of the learners as they power the learners' interest in watching newscasts and learning ESL speaking. It can be noted that the grade level of the learners mediates their watching habits and reflective experiences because of the focus of their Journalism curriculum. Meanwhile, though learners' language at home, considered as their first language, predominantly Tagalog and Iloco, was not tested for inferential analysis, it pushes them to improve further their speaking skills in English through watching English newscasts as they confirmed in the interview. Learners who speak English, on the other hand, said they can easily understand English news, thus, makes them more interested to watch newscasts. With this factor in mind, the teacher may consider the first languages of the learners when teaching speaking. Learners will be greatly helped in improving their English pronunciation if they are aware of the difficulties they are facing and are familiar with the sound structure of their native tongue (Seom 2021).

Another battery is their journalism experiences, which are defined by the seminars and competitions they have participated and the broadcasting experiences they engaged in. These are also said to be among the factors of their watching habits and interest in learning speaking as watching helps them to acquire tips and strategies in broadcasting and speaking, as well as information for the articles they write which they can use to further equip their journalistic skills. It is necessary, therefore, for the teachers to consider exposing learners to more journalistic activities to promote their interest toward watching newscasts and improving their speaking skills. As suggested by Saville-Trolke (2006), learners must be exposed to input in the target language both within and outside of the classroom, such as in language laboratories and learning center settings, where they can sample

actual oral discourse from native speakers of the target language. This can be achieved through watching newscasts as vicarious experiences may serve as their learning input for learning speaking. As cited by Valamis (2020), a learner can gain experience without actually participating, for example, by watching a film of a dangerous event and learning something from it without actually being there.

As for the buttons, these will serve as the basis of audio-visual input in their watching. Devices to be used in watching can be televisions and smartphones. While television is the most used device and more preferred by the students in watching because of lesser distractions and wider news content to be accessed as they asserted in the interview, they claimed that smartphones are more accessible and convenient because of more sources available, and for their immediacy and portability. As for the online platform, results revealed most of them watch on Facebook and YouTube, while for types of news, most of them watch international and local news with sites and channels the same on TV and smartphone. This audio-visual technology elements, as the buttons of the microphone, can be the basis of the teacher in choosing the device, online platform, and types of news to be used for the implementation of the instructional procedure which is mediated but the frequency and duration of watching newscasts.

Frequency (Sound Waves)

Based on the significant results of the quantitative data between watching habits and reflective experiences and benefits in ESL speaking, the frequency of watching newscasts every week and time spent per day in watching are the only variables that are highly significant to the affective attitude of the learners, while the frequency of watching per day is the only variable significant to the learners' confidence to watch newscasting style. Hence, this can be considered as the mediator to the watching that will be integrated in the instructional procedure. As revealed in the watching habits of the learners, most of them watch news only 2-3

times a week and spend only 15-30 minutes in watching. Hence, to achieve the desired affective attitude of the learners toward learning speaking, these frequency and duration can be adopted, while the time spent can be adopted to amplify their confidence toward learning speaking.

Instructional Procedures (Head)

Since the affective component in the attitude domain and confidence to learn newscasting style in the confidence domain under the reflective experiences and benefits in ESL speaking variables are found to have significant relationships to their watching habits, these variables are considered as the major construct of the core framework which dictates the instructional procedures. The process runs from developing affective attitude, ensuring newscasting confidence, surfacing reflective experience, and punctuating newscasting skills with activities that can be employed in the instructional plan of the learners.

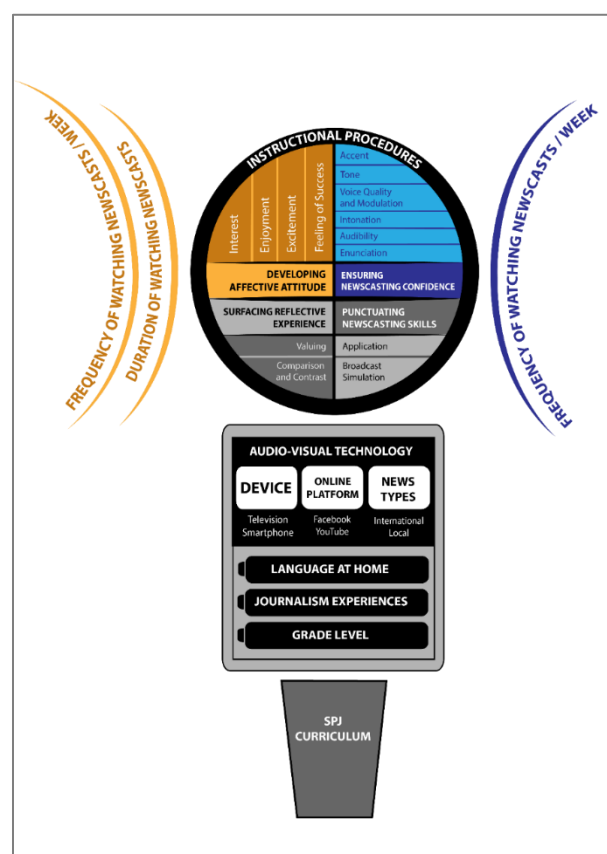


Figure 7. Affective Broadcast-Speaking Education Framework

Since this framework is mainly to train the learners radio broadcast-speaking skills, the learning competencies it targeted are lifted from the curriculum guide of Journalism III in Grade 9 which focuses on radio journalism. The General Standard goes this way:

The learner demonstrates understanding of the practices, techniques, and fundamentals of broadcast journalism by producing radio news programs in response to the personal, school and community needs.

Components of speaking skills underscored the necessary competencies in radio broadcast speech in accordance to the content standard of its Quarter 2. Content coverage includes voice projection, modulation, articulation, and enunciation, while learning competencies include explaining the significance of voice projection, modulation, articulation, and enunciation in speaking, differentiating voice projection used in casual conversations and that in oral reading situations, speaking with modulated voice using appropriate pitch, intonation, and tone, and reading orally news stories by observing appropriate pace, rate, and speed. It can be noted that these competencies and content coverage were considered in the research instrument to come up with the appropriate design and construct of the instructional framework integrating newscast watching.

The following are the instructional procedures with the corresponding focus of learning and activities that can be adopted:

1. Developing Affective Attitude

Watching English newscasts maybe translated as an engaging or motivation activity in traditional instructional design to ascertain enthusiasm toward learning speaking and establish feeling of success when speaking English.

a. Ascertaining Enthusiasm (in speaking)

This activity should focus on developing interest, excitement, and enjoyment through newscast watching and simulation.

b. Establishing Feeling of Success (when speaking English)

This may mean establishing learning targets, iterating learning competencies based on CG.

2. Ensuring Newscasting Confidence

This maybe translated as the presentation of content - the core of instructional procedure - where the activities should develop confidence of the learners toward learning the following speaking skills reflected on the learning competencies: enunciation, audibility, intonation, voice quality and modulation, tone, and accent.

3. Surfacing Reflective Experience

Based on their activities in Developing Affective Attitude and Ensuring Newscasting Confidence, a comparison and contrast (Analysis) of speaking skills used in casual conversations and that in oral reading situations can be done with short valuing activity or reflection task of the lessons learned.

4. Punctuating Newscasting Skills

Since performing radio news program by employing complete and correct script and technical application is among the learning competencies, a final broadcast simulation using broadcast production activity can be executed applying the skills they learned from watching.

It must be emphasized that in order to establish meaningful experience in implementing the instructional procedures, the mediating elements (box) and frequency (sound waves) should be manipulated efficiently.

Furthermore, this framework is reflective to Stanford University's Six Key principles for English Language Instruction (2013) which enumerates instruction that focuses on conceptual understanding and language competence, leverages home language and culture, standards-aligned, takes into account English language proficiency levels, fosters learner's autonomy, and incorporates diagnostic tools and formative assessment

CONCLUSION

In light of the findings, the study concludes that the Special Program in Journalism (SPJ) learners have a minimal extent of watching English newscasts attributed to their irregular frequency of watching per week and minute-long of watching duration because only of necessity, their free time, and mood. They also have favorable reflective experience and benefits in ESL speaking skills as reflective to their favorable motivation, attitude, confidence, and perceived speaking development derived from watching English newscasts.

Positive reflective experiences and benefits in ESL speaking skills derived from watching in terms of affective attitude tend to be demonstrated by learners who watch English newscasts more frequently and spend more time in watching daily. Also, learners who have higher frequency of watching every week are more likely to establish confidence to learn newscasting style.

Meanwhile, learners who have favorable reflective experiences and benefit greatly from watching English newscasts in terms of their instrumental motivation, attitude across all of its components, and confidence to learn newscasting style are those learners who are older. Learners who also move to a higher year level have better cognitive and behavioral attitude, confidence to learn newscasting style, and reflective development in their ESL speaking skills. Furthermore, males are also calmer in speaking than females.

Learners whose mother's educational attainment is higher tend to have better calmness in speaking and more learning opportunity, while that whose father's educational attainment is higher have better affective attitude, confidence to learn newscasting style, speaking abilities, and opportunity for learning.

As for journalism related-variables, learners who engage in broadcasting have better reflective experiences and benefits derived from watching English newscasts in terms of instrumental motivation, attitude across all of its components, confidence to learn newscasting style,

speaking ability, and learning opportunity. Moreover, positive instrumental motivation, behavioral attitude toward learning speaking, and better speaking ability are evidenced by the learners whose grades in journalism are higher.

Though the learners' profile is insignificant to their watching habits, qualitative data revealed that the language they use at home, their journalism experiences, the SPJ curriculum, and grade level have something to do with their interests in watching news.

Ultimately, from the insights of the quantitative findings, an affective-broadcast-speaking instructional framework can be established, suggesting instructional procedures, including developing affective attitude, ensuring newscasting confidence, surfacing reflective experience, and punctuating newscasting skills mediated by the frequency and time spent in watching, the audio-visual technology input and the profile attributes which include journalism experiences, language at home, grade level, and SPJ curriculum.

RECOMMENDATIONS

Based on the research findings and conclusions, several recommendations are proposed for consideration: It is advisable for teachers to integrate the practice of watching newscasts into their instructional plans. The observed frequency of 2-3 times a week, with an average duration of 15-30 minutes, should serve as an initial benchmark. As the instructional process progresses, increasing the extent of newscast viewing can lead to positive outcomes in terms of learners' affective attitude towards speaking and their confidence in mastering news casting style. The use of audio-visual technology should be strategically employed. Television can be utilized for whole-class viewing or cooperative learning, while smartphones are ideal for individual activities, such as searching for additional news references related to speaking and journalistic tasks. Teachers should also encourage learners to explore English newscasts on online platforms like Facebook and YouTube, with a

special focus on various news types beyond international and local news, especially for Special Program in Journalism (SPJ) students. SPJ learners, particularly those in higher grade levels with a journalism-focused curriculum in radio or TV journalism, should be actively engaged in newscast watching. Assigning reflective activities, such as journaling, can help them connect their learning experiences to curriculum requirements, learning targets, and the improvement of their journalistic skills.

Moreover, it is recommended that all learners, not limited to those in SPJ programs, immerse themselves in newscast watching to gather insights and enhance their journalistic skills, preparing them for potential engagement in broadcasting and other journalism-related experiences. Fostering collaboration between schools and parents is essential to encourage learners to watch English newscasts. Parental involvement can significantly influence learners' speaking confidence, affective attitudes, and their readiness to embrace newscasting styles, ultimately improving their speaking abilities and providing valuable learning opportunities.

The Affective Broadcast-Speaking Instructional Framework should be disseminated to schools implementing SPJ programs in the Division of Cagayan for adoption. It can also serve as a training framework for broadcast practices, preparing students for broadcasting competitions, press conferences, and participation in radio programs. Future research efforts should focus on determining the effectiveness of the Affective Broadcast-Speaking Instructional Framework through experimental designs, providing valuable insights into its impact on instructional outcomes.

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