

## **BIBLIOGRAPHY**

AMELIA SAGUID C. MARCH 2012. Perceptions and Attitudes Towards the Use of Mixed Languages in DZWT Radio Spots Among Residents of Ambassador, Tublay, Benguet. Benguet State University, La Trinidad Benguet.

Adviser: Anna Liza B. Wakat, MDC

## **ABSTRACT**

This study was conducted to determine the socio- demographic profiles of the respondents; determine the attitudes of the listeners towards the use of mixed languages in developmental radio plugs; determine the perceptions of the listeners on the use of mixed languages in developmental radio plugs; determine the problems encountered by the listeners in developmental radio plug with mixed languages; determine the listeners comment and suggestions for the improvement of the developmental radio plug.

Based on the results of the study, majority of the respondents belonged to aged bracket 40-59, more than half of them were male and farmers. Most of the respondents were married and Kankane-ey. Moreover, all of the respondents attended formal education.

Majority of the respondents were in favor of the use of mixed languages in developmental radio plugs. Most of them recommended the use of mixed languages in radio plugs since according to them, the message communicated of plugs with mixed languages was easily understood. The respondents added that the Ilocano part of the plug has a great help since it will lead them on what the topic was all about.

The leading advantage identified was that listeners can easily understand the



message communicated if it was aired using the mixed languages. On the other hand, the identified disadvantages on the use of mixed languages in development radio plug was that the listeners who cannot understand one of the language used will not continue listening because listeners will lost their interest. Also, some of the respondents believed that it only add confusion and misleads children in proper sentence construction.

As to the results, there were no major problems encountered with the use of mixed languages in developmental radio plug.



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## INTRODUCTION

### Rationale

In our modern world there are a lot of ways in disseminating information in a short snap; one of this is through developmental radio spot.

According to Tabing and Osalla (2001) developmental plugs are also known as radio spots or developmental spots which are simplified information for target listeners. It is made up of short catchy messages usually from 30 seconds to 1 minute. It is designed to deliver information, inspiration or instruction to the listeners in a short period of time. He also added that developmental plugs are effective conveyors of quick messages.

Migloiretto (2006) added that radio plugs have necessary information that intends to attract listeners' attention. It should be short, clear, catchy and speedy.

In the Philippines information, is disseminated in many languages and dialects, with English and Filipino as the main vehicles of communication (Maslog, 1988).

A mixed language plug is one that uses combination of Iloco, Filipino and English. Some of these were on topics such as healthy lifestyle, family planning, green revolution, peace and order and energy conservation and many more.

Bartolo (2011), one of the senior announcers of DZWT said that language preference of the audience is important. They use mixed languages in their plugs because not everybody can understand Ilocano or Filipino or English. He also explained that in our locality pure Ilocano plugs don't sell so they produce plugs with several languages used since it is what the listeners want. He further explained that plug is a sort of advertising, which aims to produce quality products, educate people, provide relevant information and should be accurate at the same time.



He also emphasized that the station do not have standards on the language to be used in their plugs because this depends on the listeners.

According to Lisnang (2011), since 1970, the station has been using mixed languages in their developmental radio plugs in collaboration with Department of Health, Department of Social Welfare and Development, Philippine Information Agency, Philippine Charity Sweepstakes Office, Catholic Bishop Conference of the Philippines, National Nutrition Council, Department of Agriculture and Department of Labor and Employment.

There are no studies on the perceptions of listeners on the use of mixed languages in developmental radio plugs thus, this study. The respondents' perceptions will be of great help to bridge the gap between the listeners and the radio station officers.

#### Statement of the Problem

The study dealt with the perception of the readers on the use of mixed languages as a medium in developmental radio plugs.

Specifically, it sought to answer the following questions:

1. What are the socio- demographic profile of the respondents?
2. What are the attitudes of the listeners towards the use of mixed languages in developmental radio plugs?
3. What are the perceptions of the listeners on the use of mixed languages in developmental radio plugs?
4. What are the problems encountered by the listeners in developmental radio plugs with mixed languages in?



5. What are the listeners' comments and suggestions for the improvement of the developmental radio plug?

### Objectives of the Study

The study aimed to answer the following questions:

1. To determine the socio- demographic profiles of the respondents;
2. To determine the attitudes of the listeners towards the use of mixed languages in developmental radio plugs;
3. To determine the perceptions of the listeners on the use of mixed languages in developmental radio plugs.
4. To determine the problems encountered by the listeners in developmental radio plug with mixed languages.
5. To determine the listeners' comment and suggestions for the improvement of the developmental radio plug.

### Importance of the Study

The study would be significant both to DZWT AM staff and to the plug contributors for them to know their proper approach in conveying the messages of radio plugs. It also aimed to serve as a basis for other radio stations as well.

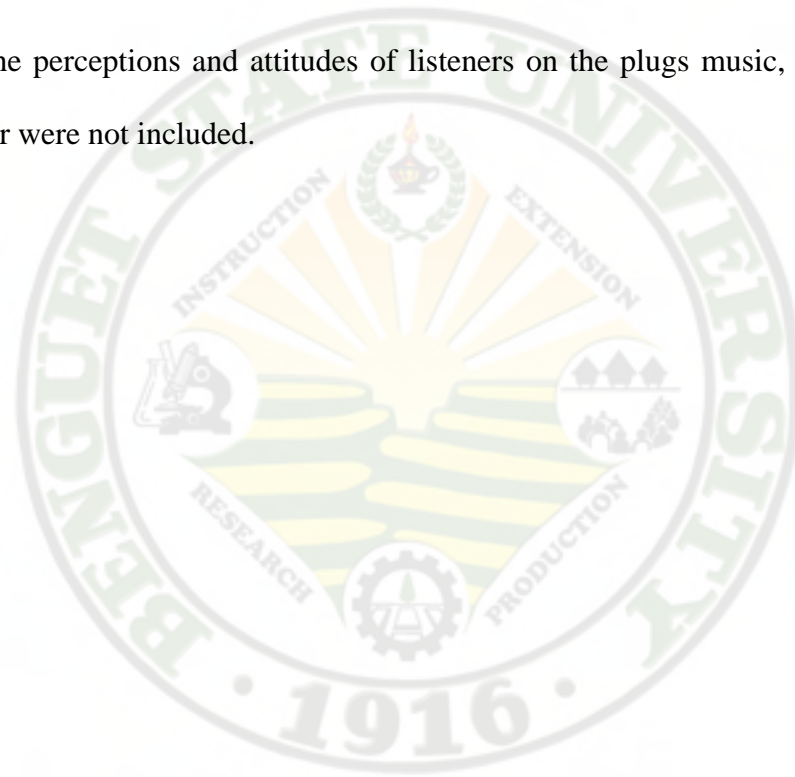
The study also served as a basis regarding the use of mixed languages in radio plugs.



### Scope and Limitation

The study was conducted at Ambassador, Tublay, Benguet. The data gathered was limited to the socio-demographic profiles of the respondents, their attitudes and perception on the use of mixed languages in developmental radio plugs, problems encountered by the listeners in developmental plugs with mixed languages and their comments and suggestions for the improvement of the radio plug. It was limited to the listeners of DZWT AM.

The perceptions and attitudes of listeners on the plugs music, sound effects and voice over were not included.





## **REVIEW OF LITERATURE**

### Developmental Radio Spot

A good spot should offer extra entertainment value to existing programs as it conveys the intended message in a snap. In commercial competitive situations, the traffic officer normally rejects dull material. Non-stimulating programs are spurned by the audience, who typically seek excitement, entertainment and most important is the knowledge gained. It is therefore important that radio spots be changed with an interesting message and strong audience appeal (Tabing and Osalla, 2001).

According to the manual produced by the Community Broadcasting Staff of UPLB (1979), developmental spot are used to give simple information. It may be able to “sell” things however; it cannot really change the lives of people. To reach deep down into the life of the listener, you must touch his imagination, his emotion and his intelligence. This can hardly be done in one spot announcement. Furthermore, spot should be easy to understand, specific, interesting and useful.

Migloiretto (2006) Spots could be presented in various forms such as mini drama, straight announcements, testimonials, jingles, question and answer, dialogue and many more. Most contents of radio spot could either be about agriculture, health and sanitation, reminders or any topics that caters to contribute to the development of the society.

### Basis of Language

The language first learned is called one’s native language or the mother tongue; both of these terms are figurative in that the knowledge or particular language is not inherited but learned behavior. Nonetheless, since the mid-20<sup>th</sup> century linguists



has shown increasing interest in the theory that, while no one is born with predisposition toward any particular language, all human beings are genetically endowed with the ability to learn and use language in general (Columbia Encyclopedia, 2000).

Language is, above all, meaning. Meanings are attached to pieces of words. Meanings are attached to the spoken signals of language. Meanings are attached to the skills and changes of grammar (Compton's Britannica, 2008).

### Language Awareness

Knowledge of the languages is valuable. It not only helps the traveller in other countries, but gives understanding of other people (Junior World Encyclopedia, 1995).

Every person has to learn his language. A human baby raised by apes would learn only the language of apes and other animals. To learn human language, a human baby would have to hear it from humans (Compton's Britannica, 2008).

According to Ruanni and Topas (2002) learners will learn faster if they are taught words that occur frequently in texts or materials that they use. In other words listeners will easily grasp the message conveyed if they know and understand the words used.

Most of us accept language as we accept the air we breathe: we cannot get along without it, and we take it for granted merely all the time. Few of us are conscious of the extent to which language is used to mislead and manipulate us or of the ways in which our own use of language, however well intentioned, affects others. Still fewer of us recognize that our very perceptions of the world are influenced, and our thoughts at least partially shaped, by language (Eschholz *et al.*, 1982).



### Profile of the Listeners

The profile of the respondents is very important in this study. According to Rothfuss (1988) as cited by Kudan (2006), the communication process is complex because each communicator creates meaning based on personal experiences. No two persons interpret the event in exactly the same way, because no two persons have the same past experiences, motivations, and personal reality.

Panares (1988), as cited by Palayen (2007), reported that at least out of five Filipinos (84%) aged 15 and above listen to the radio for about 3 hours a day, five to six days a week. This would mean that about 24 million Filipinos comprise the use of radio audience. Radio listening is more of a daytime activity rather than an evening past time. Listeners listen for at least two hours in the daytime and only an hour and a half in the evening. The possible explanation for this could be the shift from radio to television at night in the urban areas and the fact that many folks go to bed earlier than the urban dwellers.

### Advantage of Radio

The same with other communication media, radio has its own advantages which according to (Molinao, 1997) are: it is the fastest means of transmitting news and other information materials; it can be used even in areas without electricity or those not reached by newspapers ; the production of radio is cheap. The presence of radio stations makes radio even more effective in disseminating news and information in the rural areas and illiteracy is not a barricade.



### Perceptions of Respondents

According to Wood (2007), perception is the active process of creating meanings by selecting, organizing and interpreting phenomena. Active process in a way that we don't just receive what is "out there" in the external world but we actively work to make sense of ourselves, others and interactions. To do so, select only certain things to notice, and then organize and interpret it.

Also, perception involves all the ways of becoming aware of things, people, happenings or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills (Mayers, 2004) as cited by Dinggo (2005).

Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment (Cherry, n. d.)

### Attitudes of Respondents

According to Barker and Gaut (2002), attitude is a learned tendency to react positively or negatively to an object or situation. It implies a positive or negative evaluation of someone or something. Attitude is also a predisposition to respond in a certain way to a person, object, situation, event or idea. The response may come



without conscious reflection. A person who shows a certain attitude is more enduring than a mood or whim; it produces a consistent response (Encyclopedia Americana, 2000).

Attitudes drive behavior. Your body language is a result of your mental attitude. By choosing your attitude you get in that mood and send out a message that everyone understands, consciously or unconsciously. It is not what happens to you that count. It is how you react to what happens to you, especially when you have unexpected problems of any kind (Kotelnikov, n. d.)

### Definition of Terms

Mixed languages- it is use of three languages (Ilocano, Filipino and English) in a developmental radio plug wherein in a sentence one language was used.



## **METHODOLOGY**

### Locale and Time of the Study

The study was conducted at Tublay, Benguet (Figure 1) specifically in barangay Ambassador.

Tublay municipality is one of the thirteen municipalities of Benguet Province. It is a landlocked Municipality located seven kilometers from the Provincial Capitol of LaTrinidad, Benguet, thirteen kilometers north of Baguio City and has a land area of more or less 5,730 hectares.

The municipality has eight barangays of varying sizes. Ambassador is the largest followed by Ambongdolan; Caponga, which is the midpoint of the municipality; Bayan; Daclan, Tublay Central; Basil and the smallest is Tuel.

Ambassador, Tublay is located along the Halsema Highway thus it is easily accessed. Also it has 848 hectares and has the highest registered establishments.

Also, as observed radio is their main source of information since there is a clear signal in Ambassador, Tublay.

This was chosen as the study area because DZWT has a clear signal in Ambassador, Tublay, Benguet so listeners tune in while doing their work either in field or at home.

The study was conducted on December 2011 to February 2012.



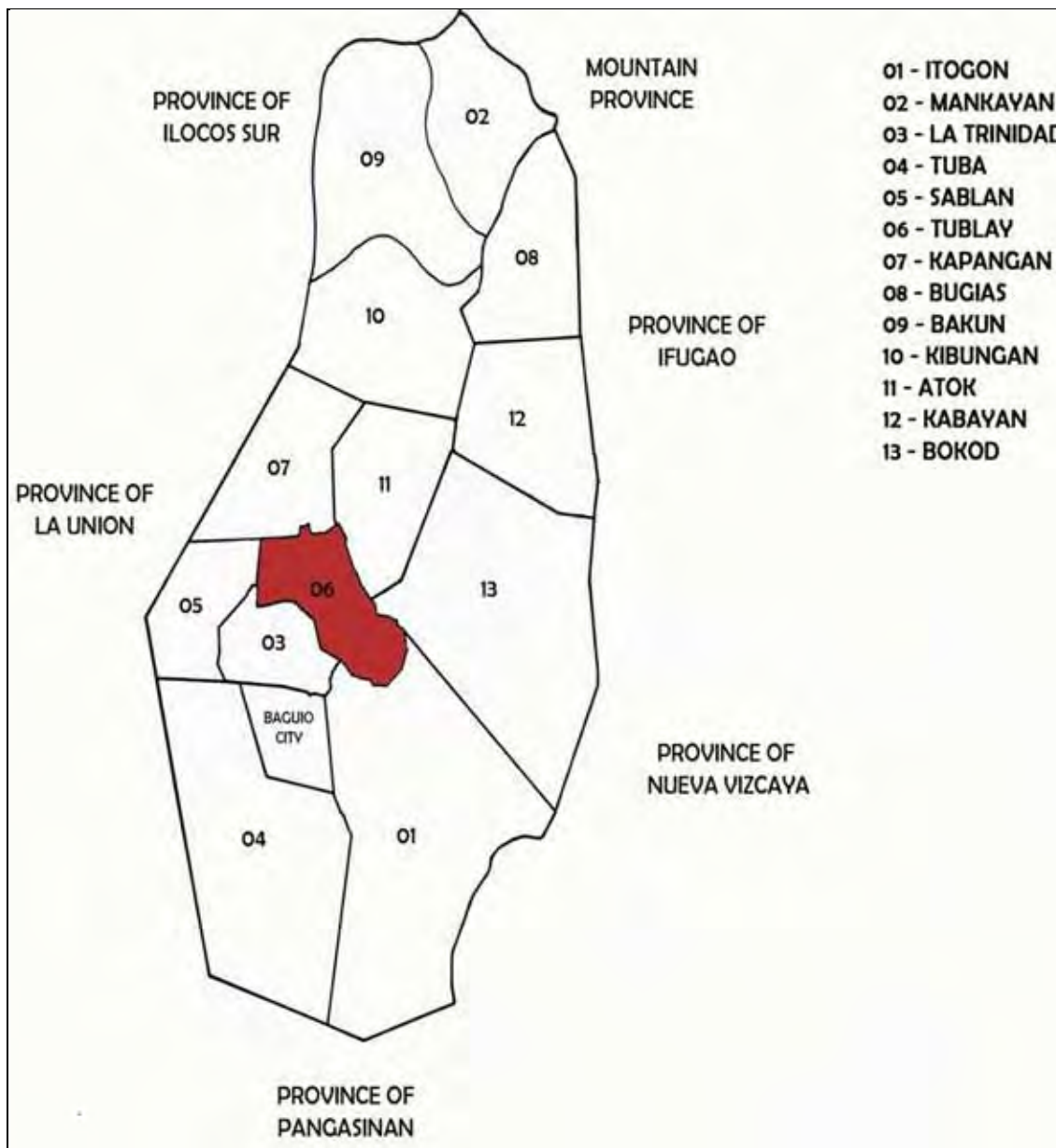


Figure 1. Map of Benguet showing Tublay, Benguet the locale of the study



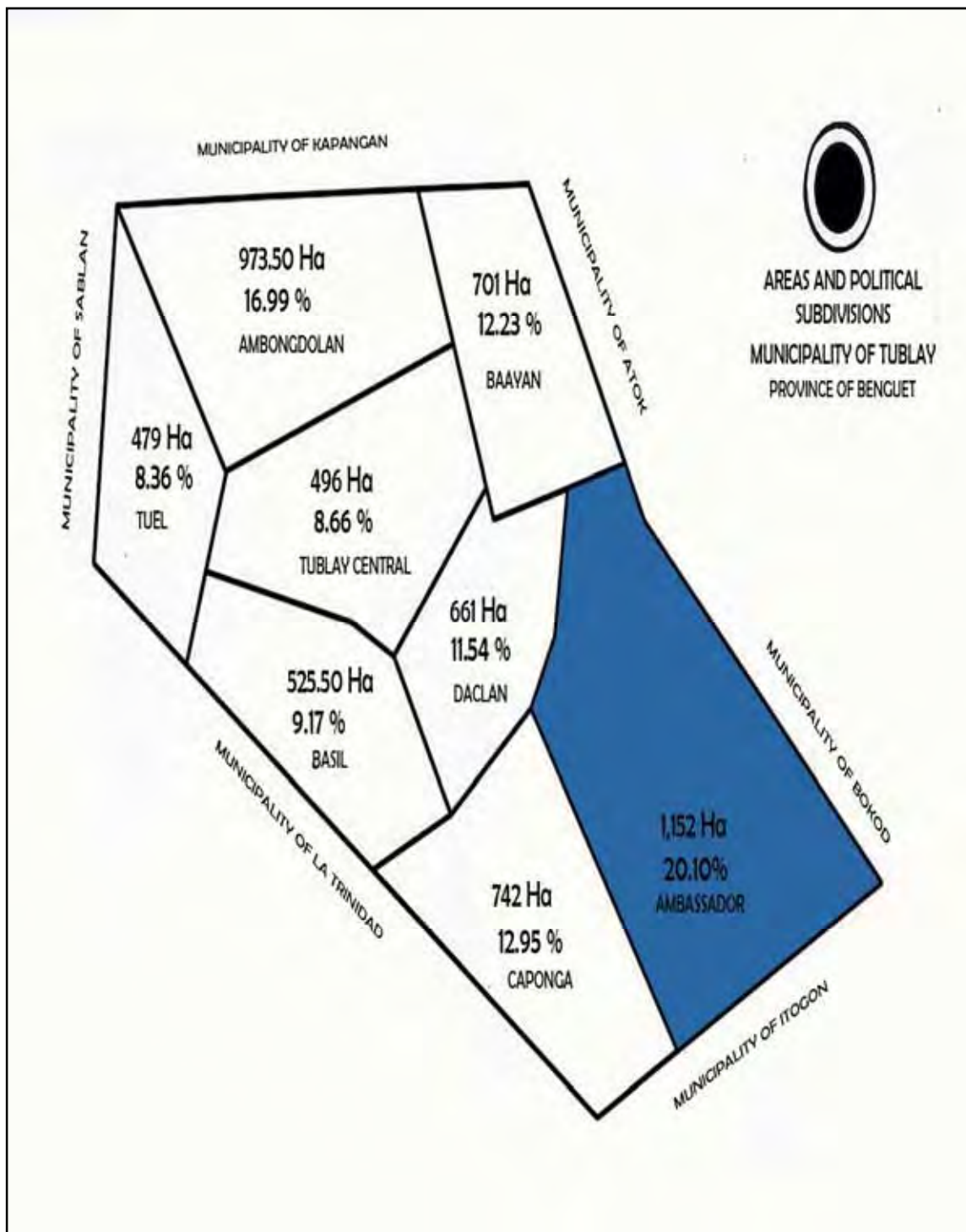


Figure 2. Map of Tublay, Benguet showing the locale of the study.





### Respondents of the Study

The respondents of the study were composed of 30 people from Ambassador, Tublay, Benguet who were selected through purposive sampling. The criteria in choosing them were: they should be 18 years old and above and should be a resident of Ambassador, Tublay.

### Data Collection

With the permission from DZWT and DOH, the researcher recorded three of the plugs with mixed languages aired in the station to for the respondents to listen to after which, an interview schedule was conducted to gather information needed in the study.

Guide questions were used to acquire the necessary information.

The three plugs evaluated were “Iwassakit” which was the August and November issue, and “IwasPaputok” which was the December issue.

### Data Gathered

The data gathered focused on the socio- demographic profiles of the respondents, the attitudes of the listeners towards the use of mixed languages in developmental plugs, the perceptions of the listeners on the use of mixed languages in developmental plugs, the problems encountered by the listeners in developmental radio plugs with mixed languages; and the comments and suggestions of the listeners for the improvement of the radio plug.



### Data Analysis

The data were tabulated and were analyzed using frequency counts, percentages and descriptive analysis.



## RESULTS AND DISCUSSION

### Socio-demographic Profile of Respondents

Table 1 shows the general characteristics of respondents in terms of age, sex, civil status, occupation, educational attainment, and tribal affiliation.

*Age.* Thirty percent (30%) of the respondents belonged to the age bracket 18-29, followed by age bracket 30-39 with 13.33%. Many of the respondents belonged to the bracket 40-59 with 40% and 17.67% were respondents of age bracket 60-69.

*Sex.* Out of 30 respondents that were interviewed, most or 53.33% of them were male and 47.67% were female.

*Civil status.* Majority (73.33%) of the respondents were married and the remaining 26.67% of the respondents were single.

*Occupation.* Each of the 30 respondents had different professions. Majority or 53.33% were farmers, followed by housewives and students with 10% each, 6.67% were teachers and one store keeper. The rest of the respondents were a business owner, a researcher, a councilor, a welder and a retired teacher.

*Educational attainment.* From the 30 respondents, 40% reached college level, 37% attained high school level and 23% of them reached elementary level. This implies that all the respondents attended formal education.

*Tribal affiliation.* Majority (66.67%) of the respondents were Kankana-ey, 20% were mix Ibaloi-Kankana-ey. Moreover, 7.67% of the respondents were Ilocano and 3.33% were Filipino.



Table 1. Socio-demographic profile of the respondents

CHARACTERISTICS	FREQUENCY (N=30)	PERCENTAGE (%)
Age		
18-29	9	30.00
30-39	4	13.33
40-59	12	40.00
60-69	5	17.67
<b>TOTAL</b>	<b>30</b>	<b>100</b>
Sex		
Male	16	53.33
Female	14	47.67
<b>TOTAL</b>	<b>30</b>	<b>100</b>
Civil status		
Single	8	26.67
Married	22	73.33
<b>TOTAL</b>	<b>30</b>	<b>100</b>
Occupation		
Farmer	16	53.33
Student	3	10.00
House wife	3	10.00
Teacher	2	6.67
Store keeper	1	3.33
Business woman	1	3.33
Researcher	1	3.33
Councilor	1	3.33
Welder	1	3.33
Retired Teacher	1	3.33
<b>TOTAL</b>	<b>30</b>	<b>100</b>
Educational attainment		
Elementary	7	23
High school	11	37
College	12	40
<b>TOTAL</b>	<b>30</b>	<b>100</b>
Tribal affiliation		
Kankana-ey	20	66.67
Ibaloi-Kankana-ey	6	20.00
Ilocano	2	7.67
Ibaloi	1	3.33
Filipino	1	3.33
<b>TOTAL</b>	<b>30</b>	<b>100</b>



### Attitudes of Respondents on the Use of Mixed Languages in Developmental Plugs

Table 2 shows the attitudes of the respondents on the use of mixed languages in developmental plugs. Majority or 73.33% of the respondents were in favor of the use of mixed languages in developmental plugs. The common reason of the respondents were because it can easily be understood by the listeners not only those people who did not finish elementary level but it also appeals to the elders and it also gave them sense of belongingness. They added that even though they cannot understand English, the use of Ilocano and Filipino language will give them clue on the topic being discussed or aired.

Likewise, 70% of the respondents to recommended the continuity of the use of mixed languages in developmental plugs since it has a great impact in rural areas reached by the radio signal. According to one respondent it had a great impact because it reached a wide range of coverage. Also, the respondents recommended the plugs to other listeners for them to learn languages other than what they already know.

On the other hand, 26.67% of the respondents rejected the use of mixed languages in developmental plugs because they did not understand English. Also, according to them, it only added confusion not only to the elders but also to the children. They added that it disrupted or confused the children on proper sentence construction.

According to the teacher interviewed, they were having a hard time teaching pupils on how to construct sentences and then here comes a plug with mixed languages that will only mislead pupils on what to follow. "It only adds to our agony as teachers,instead they (station and contributing agencies) must think of other ways to help us," the teacher added. Also, 30% of the respondents did not support the use of mixed languages



Table 2. Attitudes of the respondents on the use of mixed languages on plugs

ATTITUDES	FREQUENCY (N=30)	PERCENTAGE (%)
Attitude on mixed languages		
In favor	22	73.33
Not in favor	8	26.67
<b>TOTAL</b>	<b>30</b>	<b>100</b>
Willingness to recommend the continuity of mixed language radio plug		
Willing to recommend	21	70
Not willing to recommend	9	30
<b>TOTAL</b>	<b>30</b>	<b>100</b>

in developmental plugs because it only added confusion so they preferred one language in a single message per plug.

However, in the Order No.74 of the Department of Education (DepEd), it mandates that the medium of instruction from Preschool to Grade 3 should be the mother language of the child while English and Filipino will be studied as a subject in class. At Grade 4, the medium of instruction will be mixed depending upon the subject fitted for the mother language, English, or Filipino.

Moreover, the respondents wanted Ilocano, Filipino or Kankana-ey instead of English. The respondents added that it only made the plug unpleasing and unorganized. They described it as “chopsuey” because of the mixed languages used. Two respondents said that the plugs would be better if pure English were used and it will be followed by a



simple and concise translation, either in Filipino or Ilocano. According to them, this technique will help pupils, students and the elders widen their English vocabulary because of the translation given and it will be of a great help for teachers and parents in educating their children.

### Perceptions of Respondents on the Use of Multiple Languages in Developmental Plugs

Table 3 shows the languages used in developmental plug that the listeners understood most. It came out that most (90%) of the respondents understood Ilocano; 73.33% of the listeners understood radio plugs with Filipino dialect, while 40% of the respondents understood the plugs in English language. Their main reason was because Filipino and Ilocano are familiar to them and these two languages were easily understood and recognized because it is commonly used not only in rural areas but in the urban areas.

Table 4 shows the readers perceptions regarding the advantages of using mixed languages. All the respondents said that the listeners can easily understand the message communicated if it was aired using the mixed languages. Also, 36.67% of the respondents understood the Filipino and Ilocano but not the English part. The respondents further explained that Filipino and Ilocano will lead them in understanding the message of the plug. They added that unlike if a plug was aired using pure English, they would not have any clue on what was discussed. Moreover, 3% of the respondents believed that plugs with mixed languages do not have any advantage at all since according to them it only added confusion.



According to some respondents, they supported the use of mix language in radio for some of the listener's attention was captured; it also gave the uneducated people belongingness in a way that the station and the contributing agencies did a good job for

Table 3. Languages used in the mixed languages that listeners understood most

LANGUAGES	FREQUENCY (N=30)	PERCENTAGE (%)
Ilocano	27	90.00
Filipino	22	73.33
English	12	40.00

\*multiple response

Table 4. Advantages of using mixed languages in radio plugs

ADVANTAGES	FREQUENCY (N=30)	PERCENTAGE (%)
Message is easily understood	30	100
They understand Filipino and Ilocano but not the English part	11	36.67

\*multiple response

letting their listeners feel that they were also given importance because of the use of local languages since the plug was not concentrated in pure English.

Table 5 shows the disadvantages of using mixed languages in radio plugs as perceived by the respondents. Among the 30 respondents, more than half said that plugs with mixed languages lost the listeners attention since they did not understand either one of the languages used. However, only five respondents believed that a plug with mixed languages only added confusion and it only misled children on the proper sentence construction. The rest said that there were no disadvantages on the use of mixed languages in developmental plugs since according to them, those kinds of plug helped a





lot in explaining things regarding health since issues like those were hard up to understand if it were aired in pure English.

Table 6 presents the perceived effects of using mixed languages in developmental

Table 5. Disadvantages of using mixed languages in radio plug

DISADVANTAGES	FREQUENCY (N=30)	PERCENTAGE (%)
Some parts of the plug was not understood/ grasped by the listeners	18	60.00
Adds confusion and misleads children on proper sentence construction	5	16.67
*multiple response		

Table 6. Perceived effects of using mixed languages in radio plugs

EFFECTS	FREQUENCY (N=30)	PERCENTAGE (%)
It encourages listeners to listen more/ catches attention	18	60
Better way of communication	17	57
Promotes the use of local languages	15	50
It only adds confusion/mislead	9	30
It makes listeners to appreciate the use of local languages	7	23
*multiple response		

plugs. More than half (60%) of the respondents believed that radio plugs with mixed languages encouraged listeners to listen more. Their attention was caught because they were amused with it. Also, some of the respondents said that they were entertained with



the plugs with mixed languages since according to them these kinds of plugs were amusing. Seven of the respondents said that a plug with mixed languages promoted the use of local languages.

Also, 17 of the respondents said that plugs with mixed languages served a better way of communication. They further explained that it helped them learn from other languages; thus, they will not be limited with the things they already knew.

Moreover, half of the respondents claimed that a plug with mix languages promotes the use of local languages. According to some of the respondents, it gave them sense of belongingness especially those developmental plugs aired in their own language, particularly health issues.

On the other hand, 30% of the respondents said that the use of mixed languages only added confusion (this in the case of pupils). According to one of the teachers, the pupils may be entertained with those techniques of the station but would also add confusion on proper grammar and sentence construction. Though most of the farmer respondents believed that it does not add confusion instead it helps listeners to learn more things with the aid of mixed languages. Agreeing with the farmers' view, the student respondents said that based on their experience in practice teaching, most of the children learn faster if lessons were taught using the language the students knew. This supports what Tirol (2004) wrote "Numerous experiments and researches in the Philippines and throughout the world reveal overwhelmingly that mastering first the mother language or L1 is very advantageous for learning a second language (L2) or a third language (L3)."

The rest of the respondents believed that the use of mixed languages made the listeners appreciate the use of local languages. A student respondent said that the use of



mixed languages in radio plugs is one way of preserving our culture most especially the local languages.

Problems Encountered by the Respondents  
In Radio Plug with Mixed Languages

Table 7 shows that there were no major problems encountered by the respondents in radio plugs with mixed languages. Only one respondent who listened to the plug with the length of one minute and 30 seconds said that plugs should be shortened, since not all people have a long span of listening attention. Also, the common problem that the respondents noticed in plug with mixed languages was that it could mislead and confuse the pupils not only in proper sentence construction but also on the way they talk.

According to one of the teachers, the pupils may adopt it so it can affect the way they talk. Tirol (2004) said that ordinary logic would tell us that using the mother language in basic education would facilitate the education and learning of a child. He further said that the present situation in the Philippines was starting to use English and Filipino from Preschool or Grade 1. This is very disadvantageous to a child who is not an English or Tagalog speaker at home. The non-English and non-Tagalog speakers will have difficulty. He does not know the lessons and he does not know the language used by the teacher. This will discourage the child to stay in school and tends to dropout.

Table 7. Problems encountered by the respondents in radio plugs with mixed languages

<u>PROBLEMS</u>	<u>FREQUENCY(N=30)</u>	<u>PERCENTAGE(%)</u>
Misleads and confuses pupils in proper sentence construction	9	30.00
Plug is too long	1	3.33
None	20	66.67



\*multiple response

Respondents' Suggestions for the Improvement of Radio Plug

Table 8 shows the respondents' suggestion for the improvement of the developmental radio plug such as: localizing the terms being used, using one voice over in every language, shortening the plugs but putting more information, conducting research in the place before deciding on what language will be used and making the voice of the announcer livelier and clearer. According to the respondents, they can easily

Table 8. Respondents' suggestion for the improvement of the plug

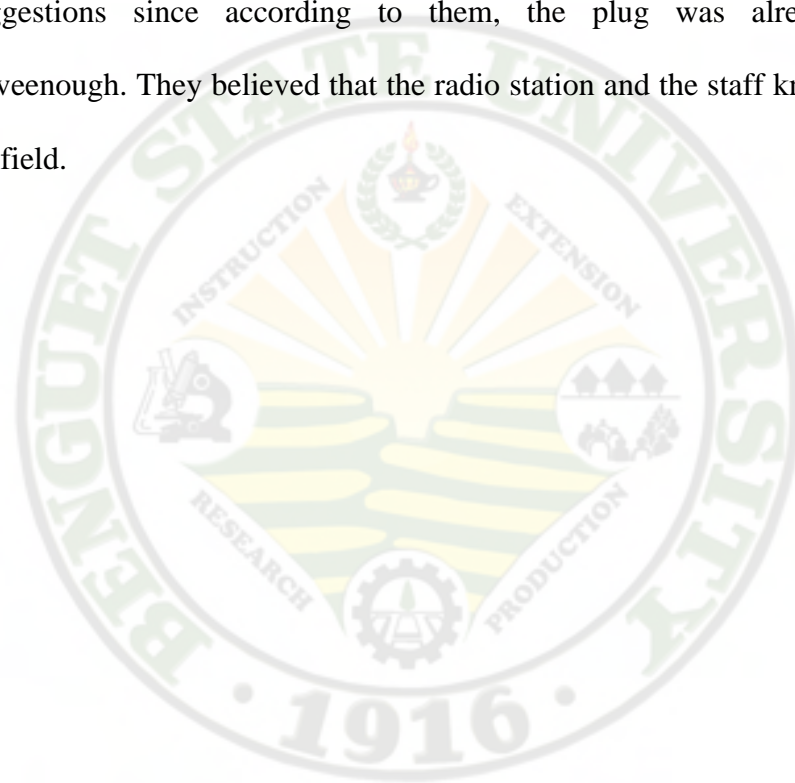
SUGGESTIONS	FREQUENCY(N=30)	PERCENTAGE(%)
One language per radio plug	7	23.33
Continue using mixed language in plug	4	13.33
Livelier voice and one voice over per language	3	10.00
Usage of simple terms not jargons	3	10.00
Use pure Ilocano	2	6.67
Use English then translate it with either Filipino or Ilocano	2	6.67
Longer plugs with more information	1	3.33
Shorten the radio plug	1	3.33
Conduct research in the place before deciding on the languages to be use	1	3.33



\*multiple response

understand it if the terms used were simple as to the terms used in everyday life. With that, they did not need to listen once again to the plug for them to grasp the message.

Also some of the respondents suggested the use of pure Ilocano and translate the plug instead of using mix languages. There were 20% of the respondents who did not give suggestions since according to them, the plug was already catchy and informative enough. They believed that the radio station and the staff know better since it was their field.



## **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### Summary

This study was conducted to determine the socio- demographic profiles of the respondents; determine the attitudes of the listeners towards the use of mixed languages in developmental radio plugs; determine the perceptions of the listeners on the use of mixed languages in developmental radio plugs; determine the problems encountered by the listeners in developmental radio plug with mixed languages; determine the listeners comment and suggestions for the improvement of the developmental radio plug.

The study was conducted at Tublay, Benguet specifically in barangay Ambassador since DZWT has a clear signal in the said barangay so target listeners can tune in while doing their work. The study was conducted on December 2011 to February 2012.

First hand interview was done to verify data from the station and at the same time to record some of the radio plugs with mixed languages. And an interview schedule was conducted to gather information needed in the study. The data gathered was tabulated and analyzed using frequency counts, percentages and descriptive analysis.

There were 30 respondents interviewed, less than half of them belong to age bracket 40-59. Founded on the results, most of them were male. Majority of the respondents were married. Moreover, more than half of the respondents' occupation was farming. Regarding the respondents' educational attainment, all of them attended formal education. Among the 30 respondents, Majority of the respondents were Kankana-ey.



Majority of the respondents were in favor on the use of mixed languages in developmental plugs. The common reason of the respondents was because it can be easily understood by the listeners not only those people who did not finished elementary level but it also appeals to the elders and it also gives them sense of belongingness. Most of them recommend the use of mixed languages in radio plugs for them to be guided on the topic being discussed by understanding only one language used.

Most of the respondents claimed that they understood Ilocano language used in developmental radio plug. Meanwhile, the identified advantages on the use of mixed languages in radio plugs were that respondents could understand the Filipino and Ilocano but not the English part.

On the other hand, the identified disadvantages on the use of mixed languages in radio plugs were that the listeners cannot understand the message of the radio plug. Some of the respondents believed that it only adds confusion and misleads children on proper sentence construction.

### Conclusions

Based on the findings, the following conclusions were drawn:

1. The use of mixed language is not a problem; in general however it may pose problems as to who the listeners are;
2. The listeners' attitude on the use of mixed language is affected by their ease of understanding towards the message; and
3. The usage of mixed language is a factor in the comprehensibility of the listeners but it does not guarantee the complete understanding of the plug.



### Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

1. The radio station and plug contributing agencies may continue the use of mixed languages in their radio plugs because listeners were in favor of this practice.
2. The radio station and plug contributing agencies may add more developmental radio plugs in Ilocano and Filipino.
3. The radio station and contributing agencies may consider conducting an evaluation of the plug in a larger area if they have not conducted an evaluation.
4. A similar study should be conducted in other areas to compare the results or another study should be conducted regarding the acceptance of mixed languages in the education sector.





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## APPENDIX A

## Guide Questions

PERCEPTIONS AND ATTITUDES TOWARDS THE USE OF MULTIPLE  
LANGUAGES IN DZWT RADIO SPOTS AMONG RESIDENTS  
OF AMBASSADOR, TUBLAY, BENGUET

## I. SOCIO-DEMOGRAPHIC PROFILE OF THE RESPONDENT

Age: \_\_\_\_\_

Sex:  Male  Female

Civil Status:

 Single Married

Occupation: \_\_\_\_\_

Educational Attainment:

 No formal education  High school Elementary  Vocational College

Tribal Affiliation:

 Kankana-ey Ilocano Ibaloi Filipino others (please specify) \_\_\_\_\_

## II. ATTITUDES OF RESPONDENTS ON THE USE OF MIXED LANGUAGES

1. Are you in favor of the use of mixed languages in radio plug?

\_\_\_\_\_ Yes, why? \_\_\_\_\_

\_\_\_\_\_ No, why not? \_\_\_\_\_

If no, what language would you prefer? \_\_\_\_\_

2. What language do you understand more when you listened to radio plugs with mixed languages?

\_\_\_\_\_ English \_\_\_\_\_ Ilocano

\_\_\_\_\_ Filipino

3. Are you willing to recommend the continuity of the use of mixed languages in developmental radio plug?

\_\_\_\_\_ Yes, why? \_\_\_\_\_

\_\_\_\_\_ No, why? \_\_\_\_\_

## III. PERCEPTIONS OF RESPONDENTS ON THE USE OF MIXED LANGUAGES

1. What do you think are the advantages of using mixed languages in radio plugs?

\_\_\_\_\_ the message can be easily understood by the listeners

\_\_\_\_\_ appeals to the listeners who do not understand English.

\_\_\_\_\_ others (please specify) \_\_\_\_\_

2. What do you think are the disadvantages of using mixed languages in radio plugs?

\_\_\_\_\_ listeners will not continue listening because they do not appreciate the use of mixed languages in radio plugs

\_\_\_\_\_ listeners who cannot understand the Iloco or other dialects used will not grasp the message of the radio plug

\_\_\_\_\_ others (please specify) \_\_\_\_\_

3. Do you think the developmental plugs with mixed languages aired in a day sufficient?



\_\_\_\_\_ Yes, why? \_\_\_\_\_

\_\_\_\_\_ No, why?

\_\_\_\_\_ Very few plugs are aired with Ilocano dialect

\_\_\_\_\_ Very few plugs are aired with Filipino dialect

\_\_\_\_\_ Very few plugs are aired with English dialect

\_\_\_\_\_ There are more English plug than Iloco and Filipino

1. What do you think are the effects of using mixed languages in radio plugs?

	WHY?
Better way of communication	
Promotes the use of local languages	
It encourages listeners to listen more	
Catches attention	
It makes listeners appreciate the local languages	
Misleads listeners	
it only adds confusion	
Others:	



IV. Comments and Suggestions

1. What can you suggest for the improvement of the developmental plug?

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2. What will you suggest to the plug contributing agencies?

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3. Any other comments on the plug and the station?

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Republic of the Philippines 35  
**BENGUET STATE UNIVERSITY**  
 La Trinidad, Benguet

College of Agriculture  
**DEPARTMENT OF DEVELOPMENT COMMUNICATION**

**GOALS and OBJECTIVES**

The Department exists to:

1. Provide instruction for the acquisition of relevant knowledge and skills essential to development communication work;
2. Provide training ground for development communicators who will uphold the ideals and standards of instruction, research and extension in the fields of development journalism, community broadcasting and educational communication;
3. Create innovative alternative communication strategies and opportunities that shall draw the full potentials of learners and practitioners of print, radio, and television.
4. To conduct researches or field studies; and
5. To formulate and implement extension and development programs.

Office Address:  
 2<sup>nd</sup> floor, College of Agriculture Complex,  
 Benguet State University, La Trinidad,  
 Benguet  
Email Address:  
[devcombsu@yahoo.com.ph](mailto:devcombsu@yahoo.com.ph)

December 09, 2011

**FR. LORENZO ABELA**  
 DZWT Radio Station  
 Baguio City

Sir:


Greetings!

I am a fourth year student of Bachelor of Science in Development Communication at Benguet State University. I am presently conducting my undergraduate thesis under the advisory of Mrs. Anna Liza B. Wakat. My study is entitled, "Perceptions and Attitudes towards the use of Multiple Languages in DZWT Radio Spots among residents of Ambassador, Tublay, Benguet."

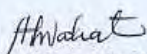
In this connection, please allow me to copy the radio spots that were made and produced by your station. Rest assured that the information will be used for academic purposes only.


Thank you very much and I hope for your kind consideration on this matter.

Respectfully Yours,

  
**AMELIA C. SAGUID**  
 Researcher

Recommending Approval:

  
**ANNA LIZA B. WAKAT**  
 Adviser/Department Chair

  
 Rovy Lising





## APPENDIX C

## Sample DZWT Radio Plugs with Mixed languages

DZWT 540 khz

Type of Production : Developmental Plug  
 Length : 60 seconds  
 Title : November Issue  
 Subject : IwasSakit

1 MSC : ESTABLISHED FOR 3 SEC AND FADE OUT

2 ANNCR : Ikawba ay hiraphuminga? Madalingmapagod?Hinihika? Magpacheck-3  
 up agad at baka Chronic Obstructive Pulmonary Disease nayan. Ang  
 4 Chronic Obstructive Pulmonary Disease is the blockage of air flow and  
 5 breathing related problems. Daytoy a sakitketgaputibarado ken lum-  
 6 lumtegebra lungs.Ang Chronic Obstructive Pulmonary Disease ay naku-  
 7 kuhasapaninigarilyo, air pollution, hika, at respiratory infection o im-  
 8 peksyonsabaga. Kung hirapsapag-hingamagpasuriagad, stop smo-  
 9 king or avoid second hand smoke. Isarding ken lakdanti air pollution ti  
 10 balay, pagtrabtrabahuan ken komunidad. Avoid respiratory infections  
 11 to prevent development of Chronic Obstructive Pulmonary Disease.  
 12 Mag-exercise, itigilangpaninigarilyo, itigilangpapatok at iwasanang  
 13 mgalugarna polluted anghangin. Angpaala-alangito ay hatidsainyo 14  
 ng Department of Health Cordillera Administrative Region.

16 MSC : FADE IN FADE OUT FOR 3 SECONDS.

\*\*\*end\*\*\*



DZWT 540 khz

Type of Production : Developmental Plug  
 Length : 1minute, 28 seconds  
 Title : August Issue  
 Subject : IwasSakit

---

1 MSC : ESTABLISHED 3 SEC AND FADE OUT

2 ANNCR : Ikawba ay inu-ubongmahigitdalawang lingo? Nasakitkaditibarukong 3

mo ken tibukotmo? Do you have a Blood Streak Sputum o Phlegm?

4 Madalikabangmapagod? Apayngakumotkuttongka? Do you have  
 5 frequent fever and night sweets? Kung meronkangmgasintomasna to,  
 6 kumonsultaagadsapinakamalapitna Health center o ospitalparahindi  
 7 makahawakasibaka TB o Tuberculosis nayan. Ti TB ketmaiwaras  
 8 babaintipanag-uyek, panag-tupra ken panag-hatching. Persons who are  
 9 always in close contact with a TB patient in crowded places are in danger  
 10 of getting the infectious disease. Ang TB ay madalinggamutin, kaya kung  
 11 may sintomaska, magpa-checkup kana. Protect yourself against TB,  
 12 cover your nose and mouth when somebody is coughing or sneezing.  
 13 Avoid crowded places and have plenty of rest, keep your environment  
 14 clean and have a well- ventilated room, eat balance and nutritious food.  
 15 Have a healthy lifestyle! Kadagiti TB patients, surutintinaibilinnga  
 16 medikasyon ken agsubliti doctor paraiti check-up.Daytoyngapalagip  
 17 ketmanipodti Department of Health Center for Health Development  
 18 Cordillera Administrative Region.

19 MSC : FADE IN FADE OUT FOR 3 SECONDS.

\*\*\*end\*\*\*



DZWT 540 khz

Type of Production : Developmental Plug  
 Length : 59 seconds  
 Title : December Issue  
 Subject : IwasPapatok

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1 MSC : ESTABLISHED 3 SEC AND FADE OUT

2 ANNCR : Ti taonganatangintiulonadisgrasyawenumakadisgrasyatimaalana. 3

Isardingtipapatok! Angsangkapngapatok ay madumi at nakakalason.

4 Never pick-up a fire cracker that did not explode, dulge this with water  
 5 and destroy it. Avoid indiscriminate firing of guns, many lives have been  
 6 wasted by stray bullets in the past. Angpapatok ay nakakapaso, nakaka-  
 7 sugat, nakakabulag, nakakaputolngdaliri o kamay at ito ay nakakamatay. 8

Di ngagumatatang ken di ngaagus-usartipapatok. Ti gatangem jay

9 makabusoglaingen. Manipodti Department of Health Cordillera  
 10 Administra-tive Region, naragsakngaPaskwa ken barongatawen!

11 MSC : FADE IN FADE OUT FOR 6 SECONDS.

\*\*\*end\*\*\*

