

ASSESSMENT OF TEACHING ENGLISH LANGUAGE SKILLS: INPUT TO DIGITIZED ACTIVITIES FOR CAMPUS JOURNALISM ADVISERS

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ABSTRACT

Effective English language teaching plays a pivotal role in achieving better performance in campus journalism field. Accordingly, the researchers believe the significance of enhancing the skills of advisers in teaching the language, providing ideas in managing the publication and aiding them with innovative material. This study aimed to determine the extent of manifestation of teaching the language skills relative to campus journalism. Moreover, it identified the challenges of campus paper advisers. Also, it developed a digitized language activities for campus paper advisers. Parallel to this, it employed descriptive method of research. Respondents were seventy-five (75) school paper advisers in Calatagan District. The statistical tools used were weighted mean and Pearson correlation coefficient. Findings revealed that teachers' level of teaching the English language was moderately competent. Also, findings exposed the challenges of advisers such as performing journalism tasks due to ancillary works, language skills, journalistic style, and method. The digitized language activities were prepared to provide the teachers with venues of teaching the language skills through activities and applications in various journalism tasks. Thus, it recommended additional journalism training and materials, innovative tools focusing on the four language skills. Also, it suggested that similar study may be accomplished to determine other activities that could enhance language skills and school paper advisorship.

Keywords: Assessment of Teaching, English Language Skills, Digitized Activities, Campus Journalism

INTRODUCTION

In the field of campus journalism, the four macro skills- listening, reading, speaking and writing are the pinnacles of language that took the publication into greater heights (Bastidas & Muñoz, 2011). In this journey, the school paper adviser had played a big role as their performance in both content and management became the barometer of success of the publication (Peralta, 2014). As of the moment, advisers "little idea" on language skills and instruction and journalism pedagogy are the concerns in the campus journalism field.

As a matter of fact, it was revealed that most adviser struggle in terms of grammatical and

discourse competencies and at the same time teaching the language skills. (Estella, 2015). As a result, it became "extreme" difficult for the advisers to train award-winning students- journalists (Paglinawan, 2018). To highlight these aspects, Babai and Sadeghi (2013) pointed out the importance of expertise and knowledge among teachers. The more skilled the teachers in teaching the language, the more successful results will be obtained.

Therefore, the adviser must be equipped of skills in teaching the language to achieve better performance in the journalism field. The language skills have something to do with the macro skills for the holistic development of communicative skills

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(Khansir, 2021). It was proven that there is a need for the effective integration of the four skills-reading, listening, speaking and writing (Sadiku, 2015). Aside from that, the advisers need all the support. It is the possible way for campus journalism to be rejuvenated for the goal of achieving effective performance in journalistic competitions.

In order to emphasize the importance of language skills, the Department of Education (DepEd) is the most responsible sector for the effective implementation of campus journalism program in every institution. Thus, journalism, as a component of learning, has been incorporated in the secondary school curricula. Philippine Secondary Schools Learning Competencies (PSSLC) considered writing competencies as one of the macro skills; therefore, the Department of Education released the DepEd order no. 10 series of 2000; which mandated the implementation of the journalism program as an integral part of the English and Filipino Communication Arts curriculum. The campus journalism program has been regularized through its integration into the school curriculum.

The Philippine government has passed the Republic Act 7079 or the Campus Journalism Act of 1991; the law mandated that DepEd have an important part to play in the country's approach to campus journalism program implementation. DepEd accentuates those students and teacher must be armed with knowledge and skills in journalism concepts and instructions. The directives of the law are to encourage all private or public institutions, high schools and elementary levels and even colleges and universities already come up with its medium of communication through campus publications (Echaure and Uy, 2017)

To ensure that campus journalism program is applied in the public school system, the DepEd adheres to the policy that it will provide competitions, press conferences and training seminars for student-editors/writers and teacher adviser of student publications in the elementary, secondary and tertiary levels. These competitions begin at the school levels and conclude with the holding of the annual national elementary, secondary or tertiary Schools Press Conferences.

This will pave the way to the advisers to uplift the potentials of the journalists in different language skills they need while competing in various journalistic contests.

Despite the evident benefits of this mobilization of campus press, challenges dealing with management of student publication have been recorded by numerous researchers. Based on research undertakings, the crux of problem in campus journalism field lies on the absolute effectiveness advisers' instructional strategy and journalism mastery. It is due to the fact that achieving excellence in journalism was difficult if the teachers assigned as advisers/trainers are not equipped with the mastery of journalistic style and methods.

In consonance with this, Ladia (2015) noticed the minimal awareness of advisers on the basic component of campus journalism. Meanwhile, Estella (2015) noted that the most elementary journalism trainers claimed that lack of formal training hinders them to learn the journalism concepts and skills. On the other hand, Uy and Echaure (2017) rationalized the need for continuous support by the school administration to student publication to perform varied functions to the academic community.

Most campus paper advisers relied in annual DepEd-sponsored seminars on journalism. Yet, the seminar is often limited in capacity which required each district to send advisers who able to win any journalistic competitions in the previous year. It is very fortunate for those districts that have effective journalism implementation which have plenty of trained and equipped advisers unlike for those who were lacked in any resources.

Just like the situation in Calatagan District, schools were struggling while competing in the different journalism competitions due to usual circumstances and concerns in the journalism field. Similarly, the issues and concerns in the integration of the English language in journalism trainings and workshop. Thus, it is vital to regain success through effective English language teaching in the journalism field.

Since most of the advisers were not fully equipped in teaching the language and journalism concept, the district started a drive of improving the campus paper adviser's knowledge, skills, and instructions



in journalism. That is why, the organization aspires to improve the journalism proficiency of the campus paper advisers by means of equipping them with knowledge of content and pedagogy and journalism instruction through integrating the traditional and modern way of journalism instruction.

In relation to this, the importance of this research is also hinged on its significance to a particular group of individuals. This paper may benefit the campus paper advisers as it may improve the school paper advisorship. Likewise, it may enhance their level of teaching the four macro skills and may apply journalism practices as techniques and strategies in journalism instruction. Also, it may provide innovative materials and resources suited in the language development of the advisers.

Therefore, this paper may highlight the teachers' capabilities in teaching the four macro skills which greatly affect the journalism performances. Moreover, it may identify the challenges encountered by the campus paper advisers. Lastly, it may pave the way for the digitized multi-language activities for campus paper advisers.

Bearing these thoughts in mind, the researcher, felt deeply motivated to pursue in assessing the teaching the teaching of the English language skills among the advisers. Therefore, the output of this study is a digitized language activities for campus paper advisers. It will be employed as instructional tool to facilitate acquisition of knowledge and skills in campus paper writing and instructions. The adviser will be aided by other supplemental sources, provides enough concepts and ideas in managing the publication.

With this, it will further enhance the campus paper adviser perspectives about the effective ways in teaching the English language in journalism field. Through the mentorship experience that the program will offer to the journalism community, it can upgrade the journalism skills and competence of the elementary and secondary campus paper advisers. Other than that, it will provide another learning venue in the development of more comprehensive path and goal of campus paper advisers. But most importantly, this paper will serve

as an open door of opportunity for campus paper advisers to contribute to the aspiration of bringing back the victory moments in the District of Calatagan.

OBJECTIVES OF THE STUDY

This study aimed to prepare a digitalized multi-integrated language activities by identifying the level of teachers' competencies in different language skills relative to campus paper advisorship.

Specifically, this study sought to answer the following:

1. Determine the extent of manifestation of teaching language skills relative to campus journalism:
 - 1.1 listening;
 - 1.2 speaking;
 - 1.3 reading; and
 - 1.4 writing;
2. Identify the challenges encountered by the campus paper advisers; and
3. Prepare a digitized language activities for campus paper advisers.

METHODOLOGY

Quantitative research method utilized in the present study. It employed the descriptive-evaluative and descriptive-correlational design. This approach affirms objective analysis and the mathematical, numerical or statistical analysis of data collected through polls, questionnaire, and surveys or by manipulating pre-existing statistical data using computational techniques (Babbie, 2010; Muji, 2010).

The descriptive-evaluative determined the level of teachers' competencies in different language skills relative to school paper advisorship; and to identify the challenges experienced by the campus paper advisers. In addition to, descriptive-correlational design will make use to identify the relationship between the between the level of teachers' competencies and the extent of manifestation of journalism practices.

As cited by Bickman and Rog (2017), correlational research has an end goal of finding the relationship among two or more variables by

gathering data from multiple variables and then treating the data with correlational statistical techniques.

The research involved the respondents from elementary and secondary schools school paper advisers in Calatagan District. Moreover, the sample of teacher respondents was obtained using the purposive criterion sampling. It was utilized to create a homogenous sample of respondents that have all experienced the phenomenon.

1. Extent of Manifestation of Teaching Language Skills relative to campus journalism

The level of teachers' skills in teaching the different language skills are measured on the four (4) macro skills such as listening, reading, speaking and writing. In terms of school paper advisorship, advisers as coaches must exhibit mastery on how to integrate the language skills and expertise in developing the skills and journalistic competence of the journalists. The integration can help the advisers add up more variety in journalism training because of the range of language activities.

The following tables present the data gathered on the level of teachers' competencies in four macro skills relative to school paper advisorship.

1.1. In terms of Listening

Basically, listening ability is one of the factors to consider in honing effective journalists in the field. As an adviser, it is important to support active listening, facilitation and empathy. Moreover, it is significant to teach students to listen for thoughts, feelings and intentions in a conversation. However, teachers must exhibit knowledge and skills on how to uplift the listening ability of the learners. Likewise, there are activities and strategies in listening that can be utilized in the process. Relatively, this strategies and techniques in listening are clear and effective indicator of effective school paper advisorship thus, determines success of the publication.

As shown, among the competencies in listening, it turned out that the indicator valuing

open communication, compassion, empathy, and respect with the journalists garnered the highest rating. It implies that teachers believed that the advisers through such attitude uplifted journalist's self-esteem and earned their trust as their coach. Also, the advisers expressed skills in equipping the journalists in note taking, documenting, and recording. This infers that these listening strategies were instructed since it was needed in gathering information. Moreover, the advisers emphasized the importance of gathering information based on who-what-so what pattern. This entails the significance of critical listening in filtering essential facts needed for the article.

The finding is supported by the findings of the study of Hamouda (2013), Abidin (2013) and Anandapong (2011) concluded that in order to help students improve their listening ability, educators had to instruct effective listening strategies. It was suggested that the students should be given more practice to master usage of listening skills in journalism. Results support the findings of Finberg (2014) indicating the importance of journalism training focusing on teaching journalists how to interact and deal with the source, develop the art of interviewing and finding the leads.

Assessed with low ratings but still utilized to moderate extent were the listening competencies in teaching discourse markers contextualizing clues in listening tasks, employing listening approaches such as grammar-translation approach, direct method and audio-lingual practice in journalism and effective delivery of journalism lectures. These results mean that the following listening competencies are not given emphasis resulting to students' low performance. It can be also rooted with the complexity when it comes in enhancing the journalistic competence which may be due to low attention span in listening. Perhaps, this is because teachers encounter difficulty in utilizing strategies and techniques which resulted to fewer opportunities for listening practice for each student.

This scenario is often observed in journalism workshop where there is inadequate venue for the development of the listening skills. Evidently, based on the responses of the teachers, these listening strategies being slightly used may be due to the nature and unfamiliarity of the

teachers since there is a limited exposure of advisers in the training on how to utilize the following listening strategies. This relates to the conclusion of Akgul and Akdag (2017) that teachers still need to utilize different approaches that will train journalists to determine what to do and avoid in any given situation through inserting activities about the utilization of listening skills.

As a whole, teacher-respondents' competencies with regards to listening is moderately competent. Evidently, teachers utilized listening activities that involve strategies, approaches and listening tasks in instruction as it was observed on the results of the indicator. Teachers mostly utilized listening activities which targets both the cognitive, psychomotor, and affective of the students. In terms of the cognitive aspect, advisers select strategies and approaches such as predicting sequences, linguistic inferencing, top-down and bottom-up strategies and listening approaches. In terms of psychomotor aspect, advisers develop the effective note taking, documenting, recording, and gathering of information. For the affective aspect, advisers emphasize the value of listening to students' feelings and opinions.

These findings imply that teachers, although mindful of the learning goals that are needed to be achieved in an instruction also believe that some of the competencies cannot be achieved because of limited knowledge and skills. Also, teachers tend to neglect the importance of both listening and journalistic competence. With this, it can be noted that teachers emphasize more on the receptive skills of the students in enhancing their listening skills. Also, the results are congruent with the finding of Finberg (2014) that receptive attention of the journalists was required to obtain information and data.

Until today, reading is viewed as the most critical skill in equipping the learners in number of skills such as critical thinking, communicating, problem solving, reasoning and decision making. As of the moment, strong foundation of literacy and reading development becomes a barometer in ensuring long term success. It is fundamental for academic development because problems with this skill can interfere with students' ability to learn other skills.

That is why; it is important to address specific issue with a variety of instructional method that incorporate reading for meaning and active literacy strategies. This helps advisers overcome the hurdle of student low literacy levels, disorganized texts and low-level vocabulary.

Further, the teachers' competency in teaching reading as one of the macro skills to develop journalistic competence of the students. Based from the 12 presented indicators, the respondents expressed moderately competent based on their personal experience and assessment of their competences in reading skills in relation to campus paper advisorship.

1.2. In terms of Reading Skills

For reading skills, the indicators that garnered the highest ratings were recognizing the elements of writing system, promoting intensive reading of textbook, government records and open access journals, print and online newspaper and using strategies before, during and after reading in generating new ideas or revises story angles and highlighting the usage of media content-Facebook, Twitter, Youtube etc. as a source of information. From these results, it can be entailed that incorporating reading skills and technological innovation could be an effective strategy in empowering journalists. These findings are in conformity with Sadiku (2015), the importance of developing competencies in reading through focusing on the quality of the contents and the utilization of social media.

Conversely, the activities in reading such as emphasizing knowledge of discourse markers and connecting parts of the text in analyzing journalistic text, familiarizing with wide range of texts e.g., picture, books, biographies etc. and implementing various reading comprehension strategies in analyzing articles garnered low ratings. Presumably, teachers' fundamental knowledge and skills in the utilization of this strategy hindered the execution of such activities. Relative to this, Pai and Tu (2011) highlighted the significance of utilizing direct instruction and practice in uplifting the potential and reading competency of the students. Meanwhile, Pascual (2019) revealed that teachers were not familiar with



wide range of texts. e.g. picture, books, biographies, etc.

There are many factors that should be considered in choosing appropriate activities in listening. Under the umbrella of listening techniques, it is important to determine the difficulties of the students and know the appropriate strategy to be selected as activities. In support to this, Pascual (2019) emphasized the usage of reading comprehension strategies dealing with discourse markers, predicting, summarizing and metacognitive awareness. Furthermore, Lustre (2015) emphasized the importance of reading print and online newspapers in producing quality articles.

Moreover, the results could be attributed to inadequate teaching resources concentrating on reading. The teachers could have been aware that this reading strategy can be executed, thus, little opportunities to maximize progress and innovation. Because of this, the urge in finding different material that could cater reading skills needed in journalism continued to increase evidently. Moreover, Raine (2018) emphasized that online tools and platforms allows journalists to think deeper in terms of content and topics suitable to the life and experience of the readers. As a matter of fact, Kaplan and Haenlein (2012) emphasized the importance of social media, such as Facebook, Twitter, YouTube, Instagram, etc. as source of information.

In a nutshell, the teachers demonstrated to a moderately competent in reading relative to campus paper advisorship. Noticeably, the activities that were greatly utilized are those tasks that could enhance the reading comprehension and understanding of the students by means intensive reading of print and non-print media and appropriate reading strategies. This parallels the idea of Glende (2013) that highlighted the need for teachers to evaluate their instructional practices to provide direct instruction combined with reading strategies. This notion also supports the idea of Newman (2016) regarding the value of literacy in new technologies and different journalism platforms.

1.3. In terms of Speaking

The demand for mastery in speaking the English language has become inevitable. In the field of journalism, it is imperative that learners must be able to express ideas, opinions or concepts through speech as well as creating relativity on their thinking in effective and direct manner which allows learners to communicate effectively with others.

Table 1
Level of Advisers Skills in Teaching Speaking

| Items | WM | VI |
|--|------|----|
| 1. Increase students' motivation and self-confidence in speaking for effective performance in journalistic competition. | 3.11 | MC |
| 2. Integrate supplementary materials like books, films, equipment of language laboratories etc. for better improvement of students' speaking skills | 3.03 | MC |
| 3. Emphasize the need for grammatical competence (phonology, vocabulary, word and sentence formation) in delivering information. | 3.01 | MC |
| 4. Enhance the journalists' delivery skills and develop their methods of organization and critical thinking skills. | 3.01 | MC |
| 5. Show the importance of discourse competence (cohesion and how sentences are linked together) in explaining journalism concepts and ideas. | 2.96 | MC |
| 6. Provide clarity about new terms and summarize main ideas, and how to make explicit plan for communication | 2.95 | MC |
| 7. Employ language in a variety of ways to keep the discussion of journalism concept focused on the topic at hand (e.g., repetition or reformulation of ideas) | 2.93 | MC |
| 8. Speak fluently with appropriate pauses, intonation, pronunciation, accuracy and articulation which modelled by the students. | 2.91 | MC |
| 9. Overcome speaking difficulties through providing feedback on oral communication, as well as to tightly integrate assessment into journalism instruction. | 2.91 | MC |
| 10. Design a speaking syllabus composed of training sessions which can enhance the communication skills of the journalists such as radio and tv broadcast | 2.87 | MC |
| 11. Utilize authentic assessment like oral interviews, role play tests, and group or pair activities as part of the journalism training. | 2.84 | MC |
| 12. Use rhetorical style in presenting information like being an actor, changing tone, intonations and body language. | 2.83 | MC |
| 13. Exhibit skills in using American English and other accents to develop journalists' speaking fluency. | 2.81 | MC |
| Composite Mean | 2.94 | MC |

Legend: Very Competent (VC); Moderately Competent (MC); Slightly Competent (SC); Least Competent (LC)

The table below shows the level of advisers' skills in teaching speaking as one of the macro skills needed in campus journalism.

The highest rating regarded by the teachers was the increasing students' motivation and self-confidence in speaking, integrate. This kind of strategy was greatly utilized by the advisers. This finding implies that teachers uplift students' self-

esteem through constant communication and solid support. This finding is consistent with the result of Anakhon (2018) study, revealing the significance of teachers to enhance students' delivery skills, increase their confidence and develop their methods of organization and critical thinking skills.

In addition, the speaking strategies integrating supplementary materials like books, films and equipment of language laboratories etc. and emphasizing the need for grammatical competence in terms of phonology, vocabulary, word and sentence formation in delivering information. These activities increased both the literary and literacy competencies of the students. From these findings, it can be inferred that teachers can clearly demonstrate and incorporate activities with regards to the development of communication skills of the students. Mart (2014) had the same finding revealing that the usage supplementary materials like newspapers, books and films contribute for the better improvement of vocabulary of journalists.

Activities utilizing authentic assessment like oral interviews, role play test and group and pair activities, applying rhetorical style in presenting information and using accent in speaking garnered low ratings. From these findings, it can be assumed that the activities are seldomly utilized as part of journalism instruction. However, it appears that within these strategies, there is enough room for development. Just like the study of Norman (2017) which revealed that most students valued communication over perceived accent. This affirms the recommendation of Yuanti (2012), Lucena and San Jose (2016) stating that teachers who are the trainers should serve as models for their students and analyze the usage of the materials and evaluate speaking performances.

Also, it justifies that the teachers perceived these teaching strategies would help the students in building their confidence in speaking in public gatherings and in groups since utilizing these would increase their performance in the field. As a matter of fact, this competency was one of the goal of advisers which is needed to be emphasized in journalism training and session. This is congruence with the findings of Arcalas et.al (2015) pointed out that journalism gave the students

opportunity to express and improve their voice and enhance their academic skills. It was supported by Assia and Said (2014) which emphasized learner's autonomy, needs and interests, and involvement through interactive activities.

Furthermore, it can be also noted from the result that multimedia resources are lacking when it comes to journalism activities that would be needed to enhance the journalism skills. Evidently, what the teachers have in journalism training are sufficient instructional materials such as video and audio clips although they could think of alternative ways to use multimedia resources such as cellular phones and video camera to incorporate the said teaching strategies. Also, interviewing and tv and radio broadcast as activities in journalism training in building the speaking can hardly be given emphasis since this activity is time constraint and will be needing the materials.

The elucidation supports the view of Mohammadzadeh (2010) of using podcast materials using the phone which can boosts students' motivation and help them become more confident and confidence in speaking. It was also related to the findings of Surkamp (2014) which proposed the use of radio talk show program and recording speech for radio broadcast to pull out student's best communication skill and overcome speech challenges and difficulties.

As a whole, teachers rated the level of speaking competencies relative to school paper advisorship to a moderately competent. Wrapping it up, current findings are similar to the study Anakhon (2018) that stressed the significance for teachers to enhance the students' delivery skills, increase their confidence, and develop their methods of organization and critical thinking skills. Meanwhile, Echaure and Uy, (2017) that advisers should promote journalism program includes incorporating tool and techniques like technological innovation essential in empowering journalist and transforming the landscapes of usual newsrooms.

In the field of journalism, writing is considered powerful skill as it gives opportunity to express and voice out arguments and opinion in an effective and persuasive manner about certain issue. There are different strategies in writing that



could incur the ability of producing quality and good articles. Likewise, teachers need to incorporate activities in the training that guide the students to follow pedagogical principles in writing news, feature, sports, opinion and to overcome struggles in grammar and sentence construction.

Table below discloses the level of teacher's skills in teaching writing as one of the macro skills in campus journalism field.

It can be collected from the table that among the writing activities and strategies, introducing personal, narrative, informative and persuasive writing and paying specific attention to the appropriateness of written output as journalism content garnered the highest rating. In the journalism training, the journalists are expected to write various types of articles and assess the relevance of the content to the readers. These are some effective strategies to improve news literacy and ability of the students.

Table 2
Level of Advisers Skills in Teaching Writing

| Items | WM | VI |
|---|------|----|
| 1. Introduce personal writing, narratives, informative writing, and persuasive writing and pay specific attention to the appropriateness of written output as journalism content. | 3.09 | MC |
| 2. Assist journalists in establishing writing goals, provide models of good writing and encourage students to monitor their own written output. | 3.04 | MC |
| 3. Emphasize writing steps: finding the topic, providing information to support the content, organizing ideas in logical sequence and implement principles of journalistic writing. | 3.04 | MC |
| 4. Utilize online tools and platforms like social media sites such as Facebook, Twitter, etc. to further enhance the writing skills of the journalists. | 3.04 | |
| 5. Provide written comments and assessments on the quality of work submitted by the journalists. | 3.03 | MC |
| 6. Demonstrate writing processes (e.g., planning, revising, and editing) and model research skills (e.g., note-taking, summarizing, and footnoting) in writing reports. | 3.03 | MC |
| 7. Display the value of quotations and analysis from scholarly journal, news articles, and interviews to support the claims of the articles. | 3.03 | MC |
| 8. Teach the journalists to write article according to guidelines associated with writing style-news story. | 3.00 | MC |
| 9. Exhibit knowledge in various patterns of organization (e.g., process, comparison, cause and effect) in assessing journalistic article. | 3.00 | MC |
| 10. Offer grammatical explanations by pointing out errors and highlight verb endings, words, and phrases in the written articles | 2.99 | MC |
| Composite Mean | 3.02 | MC |

Legend: Very Competent (VC); Moderately Competent (MC); Slightly Competent (SC); Least Competent (LC)

It can be inferred that teachers utilized these strategies to avoid activities that shared

similar thoughts and ideas and incorporate one's own thinking. Further, the activities that highlight these competencies will build the students writing skill for these depends on one's knowledge of the content. Results concurred with the study of Manlapaz (2011) which revealed that mentioned strategy in writing are highly effective because students are given enough freedom in exploring topics of interest and carefully shaping their ideas and arguments.

The advisers also assist journalists in establishing writing goals, providing models of good writing and encouraging students to monitor their own written output. It can be understood that the advisers intervene to help learners improve their output. It is believed that after the instruction, it is important that scaffolding takes place through structured interplay between the teacher and learners. This is in connection with the idea of Corden (2017) that learners' writing can be enhanced by the teacher's explicit instruction through modelling, demonstrating, and using mentor texts to highlight artistry and craft in writing.

Evidently, teachers also emphasized the writing steps such as finding the topic, providing information to support the content, organizing ideas in logical sequence and implement principles of journalistic writing. Perhaps, it is because this specific strategy directs the thoughts and actions of journalists to achieve writing goals. Nevertheless, teachers need to extend activities and ideas to engage the learners with the content even more. As to the notion of Huy (2015) and Arslan (2013), the said writing steps energizes and motivates the journalists to write with enthusiasm and organize the written text related to layout and physical organization.

The teachers utilized online tools and platforms like social media sites such as Facebook, Twitter, etc. to further enhance the writing skills of the journalists. It could be deduced that social media has been the primary resource in this digital age of journalist and younger journalists get the information using their accounts and knowledge with these platforms. This is in conformity with the findings of the study of Thomas (2013) that younger journalists who had spent a larger part in social media are much more receptive on journalism concepts.

However, strategies and activities in teaching journalists to write article according to the guidelines associated with writing style-news story, and exhibiting knowledge in various patterns of organization in assessing journalistic articles garnered the lowest rating. It can be inferred that teachers are lacking with the knowledge both in the writing style and media tools and application that can be used in journalism. The findings coincide with Estella (2018) that advisers lack of knowledge with the content and pedagogy reflected on the performance of the publication and the campus journalists in several competitions.

It can be deduced that teachers struggle in offering grammatical explanations by pointing out errors and highlight verb endings, words, and phrases in the written articles. To improve this aspect, it would only mean that teachers need to improve instruction focusing on writing mechanics and grammatical competence. Relating this finding to the study of Dwivedi and Chakravarthy (2015), it revealed the problems in organizing idea, lack of vocabulary and grammar accuracy. This suggests that teachers lack adequate teaching activities and instructions that could suffice the obscurity of the said learning competency resulting to low performance. Meanwhile, Pearson (2010) of extensive training in journalistic writing in order to overcome poor grammar and spelling.

To conclude, the teachers showed to a moderately competent skill in writing relative to campus paper advisorship. It can be indicated that the activities and strategies to be used are somehow related in uplifting journalistic writing and online tools and platforms at the same time. It is to be noticed that writing style, mechanics and purpose should always be kept in mind when utilizing effective strategies in journalism.

This result is similar to the findings of Dabu and Dela Cruz (2019) that the teachers considered the effective techniques and style in writing for newsletter, tabloid, broadsheet, magazine and folio.

2. Challenges Encountered by Campus Paper Advisers

Despite the evident benefits of this mobilization of campus press to student journalists, challenges dealing with content, instruction and management have been recorded by numerous researchers. These are challenges encountered by campus paper adviser which greatly affect their capabilities in managing the publication.

Among the challenges encountered in journalism, time in performing journalism task due to other ancillary works was really evident in the field. It implies that teachers' extra load and assignments is one of the factors that hinders effective campus journalism management for advisers. Possibly, the teachers' struggle conducting meetings and training for journalists because of additional tasked given to them. This finding agrees with the findings of the study of Estella (2018) which she revealed that campus paper advisers experienced lack of administrative support as most advisers still worked more than 40 hours per week.

Knowledge of the skills in the four (4) macro skills such as listening, reading, speaking is one of the concerns of the campus paper advisers. This could be attributed to the inadequate training resulting in limited understanding and competence in the macro skills. The result is congruent with the finding of Alaga and Palencia (2015) which revealed that to enhance the macro skills, it is significant to have exposure to different forms of media.

It was evident that the ability and competence in terms of journalistic style and method that hinders success in the publication. The result means that this factor is not given emphasis resulting to low performance of campus journalism advisers. It can be also rooted with the inadequate training and workshops for the advisers. This relates to the study of Babai and Sadeghi (2013) proving that the more skills the teachers in the subject matter, the more successful results will be obtained.

On the other hand, it was noteworthy to mention that based on the results, the funds to sustain the training and distribution of the school paper, experience of advisers and journalists in several press conference and competitions and investment for journalism equipment and facilities were just minor concern of the publication.

Evidently, based on the responses of teachers, they received adequate funds, especially for attending training and competition and journalism equipment and facilities. It differs from the findings of Cubillas A. and Cubillas, T. (2021) that most campus journalism publication suffered with lack of funds for the contest, and equipment such as microphones, laptops, printer etc. for the training workshop.

The teacher-respondents assessed the challenges as moderately manifested. Obviously, the result suggests that there are challenges that the advisers encountered that needs to be addressed to improve the journalism performances. Thus, it could be noted that additional training and workshop must be implemented. This parallels the idea of Estella (2015) which demanded additional training and support concerning advisers' mastery and pedagogy to achieve high level performance in journalistic competitions.

3. Preparation of Digitized Language Activities

Based from the findings, the researcher prepared digitized language activities. Alongside with continues development in teaching the language, campus journalism field started to acknowledge its importance, therefore equipping the advisers are vital. Moreover, the signified transition of traditional mode of instruction into modern era of technological innovation. Indeed, it emphasized importance of utilizing innovative tool to uplift the performance of advisers in teaching the language. Likewise, it proven that technological innovation is about applying the new trends in the journalism field.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The teachers are moderately competent in teaching the different language skills, the listening, reading, speaking, and writing relative to campus paper advisorship.
2. Teachers moderately encountered challenges as campus paper advisers,

such as time in performing journalism tasks due to ancillary works and knowledge with the four macro skills.

3. This digitized language activities is a modularized content in a digitally devised tool focusing on teaching the four language skills that could improve campus paper advisorship. It is designed based on the language skills of advisers then provides both the teachers and learners with different activities and exercises.

RECOMMENDATIONS

From the conclusions drawn, the following recommendations were presented:

1. The digitized language activities may be presented to both Elementary and Secondary schools for its evaluation and review of its usability in the classroom to address the undersupply of teaching and learning materials.
2. Teachers may need to attend more training session and seminar to increase awareness for techniques that will uplift their language skills relative to campus paper advisorship.
3. A similar research study may be accomplished to determine other teaching and learning strategies and activities that could address the needs in enhancing language skills competencies and improving the campus paper advisorship

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