

TELEVISION VIEWING BEHAVIOR AND ITS UTILIZATION IN TEACHING AND LEARNING OF COMMUNICATION ARTS LECTURES.

Pongsawee Supanonth

*Film and digital media College of Communication Art,
Suan Sunandha Rajabhat University, Bangkok, Thailand.*

Email: Pongsawee.su@ssru.ac.th

ABSTRACT

Abstract— These paper objectives are 1) to study the television viewing behaviors of communication arts lecturers. 2) To investigate the television viewing behaviors of communication arts lecturers and how they utilize TV viewing for their teaching. 3) To study on the relationship between the communication arts lecturers' TV viewing behaviors and the benefit in their teaching. The communication art lectures in 16 universities are population and 126 samples. The questionnaire is used as research tool for collecting data. The data analysis consists with descriptive statistics, which include frequency, mean, and percentage. The data analysis also includes interference statistics to test the hypothesis and Pearson's Product Moment Correlation Coefficient.

The results show that the lecturers watched TV every day for 1-2 hours. News is the most viewed program, and their classroom is the most used followed by TV advertisements and thought-provoking programs. It is also found that the lecturers' TV viewing behaviors has a positive correlation with the benefit TV viewing in their classrooms.

Keywords—Viewing behaviors, Utilizations, Communication arts lecturers

INTRODUCTION

Thailand is a developing country. The mass communication plays an important role in contributing to the development of the country whether in education, politics, economy and society. Especially, television is playing an increasingly important role in society every day. Television has infiltrated every sub-institution of society. Whether, it is political, economic, educational institutions, religious and cultural institutions even family and friend's institutions. Television has rapidly gained attention (Sriwan et al, 2017). As television is mass communication form. Therefore, it has been defined that there are two duties or roles that should be treated in society, namely 1) the duty of enhancing knowledge and educating human beings in society and 2) the role in social psychology. Therefore, the roles and duties is enhancing knowledge and educating human beings in society. Then mass communication must act in truth and honesty to the people, Slant. Education is one of the important mass communication functions to raise the education level, open up opportunities for people in society. They can express their opinions through the media as well as being a central platform for everyone in the society to express their opinions. Furthermore, the role of social psychology is a role to nourish the morale and mental power of members in society better. That is, the mass communication must create a strong bond in society. At the same time, it will completely eliminate social isolation and social membership, making society unique. Including, helping society members to relax by listening, watching or reading for the relaxation of that society.

The daily life in nowadays, mass communication such as television has played a role in the activities of all people, whether it is working people who rely on modern technology to communicate. As well as receive information for decision-making in various operations to be used as information for further study in the classroom or to do homework or make a report to send to the teacher. Television therefore plays an important role in the education of people at all levels. Because of everyone at all levels even without knowledge, illiteracy or writing is able to watch TV and understand news content that is beneficial to daily life in general, helping people to gain broad knowledge. Moreover, the use of television programs to develop teaching and learning will bring good results, whether it is formal or informal education (Department of Older Persons, 2018).

The use of television in teaching and learning is to help raise public education standards and expand knowledge to a large number of viewers and quickly. It also helps people to have up-to-date knowledge to keep up with the advancement of various rapidly growing technologies. Including using television as a teaching

medium and using television can enable teachers to bring positive benefits to their students into the classroom, making teacher teaching more effective (Munene & Mutsotso, 2019).

Teaching and learning at educational institutions will be in accordance with the higher education commission officer. But today's society is an information society where everyone must be up-to-date with situations or events. Those who have information in their hands are considered superior to others. Television is regarded as the mass media that plays an important role as an intermediary in conveying news, knowledge, attitudes, etc. to everyone. Therefore, it is worthwhile to study that teachers teaching in higher education will select academic content or other types of subject matter inserted in television programs are broadcasted to learners in order to gain knowledge and keep up with current events

Therefore, the researcher is interested in studying the issue of TV viewing behavior and its utilization in teaching and learning among the Communication Arts faculty.

Research objectives

1. To study the television viewing behaviors of communication arts lecturers.
2. To investigate the television viewing behaviors of communication arts lecturers and how they utilize TV viewing for their teaching.
3. To study on the relationship between the communication arts lecturers' TV viewing behaviors and the benefit in their teaching.

Research conceptual framework

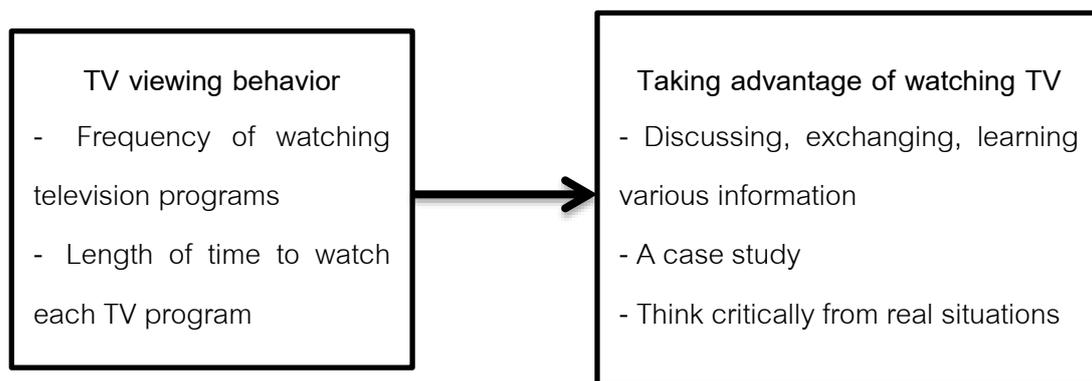


Fig.1 Conceptual framework

LITERATURE REVIEW

Television Viewing and Materialism, television has a number of essential qualities that may contribute to its impact as an agent of consumer socialization. First, television is ubiquitous. In terms of exposure, television rivals many traditional socialization agents such as school, church, and even parents. Second, television's effects are often invisible. Because so many people watch television, its effects can become obscured. In addition, television has other characteristics that contribute to its socializing effect. Television supplies its viewers with images, accounts, and stories of life that are often far removed from the viewer's daily experience and social (Bindah & Othman, 2011). Cultivation theory would assert that television will influence personal values as well as societal perceptions, as dominant program content becomes assimilated into personal value structures over time. Because content analyses have shown that materialism is commonly and favorably portrayed in television programming (Wheeler, 2015). Studies have also examined the influence of mass media, on youth's development of specific consumer related motives and values in the context of consumer socialization, and the findings indicates that the correlation between the strength of favorable attitudes toward materialism and the amount of television viewing is statistically significant (Rivadeneira & Lebo, 2008). In the study, Channel One is the television program targeting to high school students whose founder gives schools audiovisual equipment in

exchange for showing students a twelve-minute program with two minutes of commercials. More Channel One viewers than non-viewers reported that they usually wanted what was featured in television commercials and that designer clothing labels were important to them. The result suggested that those who watch television tended to be more materialistic (Austin et al., 2006).

Television shows for Learning and Teaching, television has some definitions according to some dictionaries. In the Oxford English Dictionary, television is defined as a piece of electrical equipment with a screen on which people can watch programs with moving pictures and sounds. Besides, based on Collins English Dictionary, television is defined as a system of producing a moving image and accompanying sound on a distant screen; device for receiving broadcast signals and converting them into sound and pictures; and content of television programs. Then, in Merriam-Webster's collegiate dictionary, television is defined as an electronic system of transmitting transient image of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound. Thus, it can be concluded that television is an electronic system with a screen that shows moving images and sounds for people to watch (Janah, 2021).

Benefits of extensive listening and viewing, the potential benefits of learners being exposed to large amounts of written input through extensive reading have been well-documented. These include: improved reading skills, increased reading fluency, acquisition of new vocabulary, deepened knowledge of previously known vocabulary, improved attitude towards reading and increased motivation towards language learning (Day & Robb, 2015). The potential benefits of extensive listening and viewing programs by and large map on to these benefits but for the aural form of the language along with additional benefits specific to the mode of input. The contributor to language proficiency that can benefit most saliently from extensive listening and viewing is listening fluency. This is the ability of a listener to understand, with reasonable accuracy and minimal effort, input delivered at a normal speed (Chang & Millett, 2014). To develop listening fluency, learners must become able to cope with speech rates beyond those which they are likely to encounter in the classroom and become familiar with a rate of delivery closer to natural speech. Lower proficiency learners often attribute their lack of comprehension not to the content or the language features, but to the speed of the passage (Renandya, 2012). Improved listening fluency is dependent on more proficient bottom-up processing. As learners encounter more authentic, more everyday-like speech (especially when viewing television) they have more opportunities to encounter spoken phenomena such as assimilation, contractions and re syllabification. Familiarity with these allows learners to parse known vocabulary from the speech stream leading to better comprehension and identify unknown or partially known words leading to acquisition of meaning for these lexical items. Increased ability to identify vocabulary in context as opposed to just in isolation or in limited contexts (a sometimes product of intensive vocabulary instruction) is a prerequisite for proficient listening fluency (Lin et al., 2015; Renandya, 2012)

RESEARCH METHODOLOGY

This research divides into 2 parts as follows:

Part 1: A survey research by measuring the relationship of variables as a one-shot descriptive study and using a questionnaire as a research tool.

Part 2: In depth-Interview is a qualitative research by focusing on the behavior of watching television programs for use in teaching and learning in communication arts of 6 lecturers in different majors.

Part 3: Watching television behavior and the use of benefit in teaching and learning.

Research population and sample

Lecturer who teaches at a higher education institution both are public and private universities and join 16 communication networks of 126 members (Source: Memorandum of Cooperation between Communication Arts Networks)

Statistics used in data analysis

The data analysis is divided into 2 issues:

1. Descriptive Analysis, the researcher uses frequency distribution, percentage and the average for describing demographic information, including gender, age, and length of service.

2. Pearson's Product Moment Correlation Coefficient statistical calculations between the source and dependent variables to test hypothesis.

RESULTS

This research study “Television viewing behavior and its utilization in teaching and learning of Communication Arts Lecturers” consists of 2 researches study: 1) qualitative research by using in-depth interviews. 2) Quantitative research in the form of survey research by using questionnaires as a tool to collect data which is a one-time data collection. The research objectives are as follows:

1. To study the television viewing behaviors of communication arts lecturers.
2. To investigate the television viewing behaviors of communication arts lecturers and how they utilize TV viewing for their teaching.
3. To study on the relationship between the communication arts lecturers' TV viewing behaviors and the benefit in their teaching.

However, one research hypothesis has been established as follows:

Television viewing behavior is related to the use of television programs in teaching and learning among communication arts under higher education institutions.

Part 1

1. The sample's general information, the research sample consists of 126 people, categorizes as males and females between 31-40 years old. Master's degree is the most respondents with average monthly income 30,001-20,000 baht and has 3-5 years teaching experience.

2. TV viewing behavior, the respondent's behavior has mostly watching television every day. The length of time to watch each television program is 1-2 hours a day. News programs are the most viewed and utilized in teaching. Next is advertisement and the least viewed is ideas contents.

3. The benefit of the content for using in teaching and learning, the news content is used in teaching which is the highest on news types 76-100% has 40.5%. Then 51-75% is representing 39.7%, and the least is not using at all about 1.6 percent.

Types of knowledge, the sample use for teaching 51-75% which is the highest about 46.8%, followed by 76-100% is about 31.7%, and the least is not used at all representing 0 percent.

Types of ideas, sample use this content in teaching 51-75 % with having the largest about 46.8%, followed by 76-100% is about 31.7%, and the least is not using at all representing 0 percent

Types of entertainment, this content is used in teaching 51-75 %, having the highest about 36.5%, followed by 26-50% is 27.0%, and the least is not using at all, representing 2.4 percent.

Types of ads, the sample uses this content in teaching 51-75 % with the largest number about 31.7%, followed by 76-100% is 24.6%, and the least is not using at all, representing 5.6%.

Hypothesis test results, the result shows that communication behaviors are related to the use of television programs in teaching at 0.01 significant levels, which is in accordance with hypothesis, meaning that the members of communication arts faculty have more TV viewing behavior will more use of television programs in teaching, which is a positive relationship.

Therefore, the sample will select to use the different types of television programs content for teaching in which the selection level is a very low or high, depending on interest level in the different content's types in the television program of each teacher. If there is a lot of interest, the TV program content will be used for teaching and learning.

Part 2

The use of television programs in teaching of communication arts in which 5 expert lecturers will use television programs in different teaching and learning environments.

- Lecturer in radio and television watch TV programs according to the subjects that will be taught and if interested, they will go back and watch them on YouTube and online television. Then download the program and keep it for teaching in the classroom for students to watch and discuss the nature of the program. After that the TV program is set up as a problem for students to produce the program according to their own ideas of how to produce it.

- Lecturer in radio, television and film download TV program between periods from title, graphics show before the program is started and voice. In order to show the student in the classroom. To be an example for students to produce programs in a good format and keep inappropriate work. The program content is also used as an example for teaching.

- Lecturer in rhetoric and acting communication watch a TV show in which the program is interested will go to YouTube and online TV. In order to look back, then capture as an example for students to analyze the theory. Including the conflict, facial expressions and speech (internal + external), sometimes ordering students to do homework by looking for examples of interpersonal communication relationships between friends, couples, families, different groups from news, dramas, MVs, songs, and movies. After that presenting and discussion are used in class. The lecturer will analyze the TV position on how the same news, media coming out of different stations, will have different content. (Which channel can talk/say what? Which channel can't speak / don't say anything).

- Lecturer in public relations, television programs are very useful for teaching and learning. While watching, if they see something interesting, they will remember and use it to teach by giving examples to students, such as news release content, public relations in a crisis. Moreover, an example is taken if it's an interesting ad, it will be downloaded on YouTube. Most of them are only interested in foreign advertisements because it can make better than Thai ads. It uses online television and YouTube to find those advertisements and public relations.

- Lecturer in communication innovation management watches TV programs and remember it. Then assign the student assignment for selecting the TV channel then study on TV program and criticize it in the classroom. By sharing video clip and discuss in the classroom together.

- Lecturer in journalism instructors will go to see clips that are mostly interested in foreign countries and record the clips for students to watch and discuss together in class. In addition, the students are also instructed to find news clips and documentaries according to the set questions to discuss together which includes both group work and individual work.

It can be concluded that television programs are still very necessary for teaching and learning in communication arts in which varies according to the course taught and the interests of the instructor.

Discussion

1. Television viewing behavior, the researcher analyzed that the news is the most viewed program because they wanted to be up-to-date and knowledgeable rather than hoped for a friend to teach. As for the knowledge program, although it is a few viewers, but it is at the second utilization level in teaching when compare to the news program. May be it because of knowledge program, although some content is interested, the instructor will use it for teaching. However, knowledge-type programs is interested because it able to increase the knowledge or generate new ideas and aiming for further teaching and learning. This is consistent with the concept of audience exposure behavior according to Chang and Millett (2014) the concept of the recipient's selective exposure. The audience chooses to receive, choose to be interested, choose to recognize the message, and the usefulness of the message is assessed by the audience seeking the information for either their own purposes and in which the sample chooses to watch the program or choose to open it. Type of exposure corresponds to the main factors related to the exposure of the recipient which according to Bindah and Othman (2011) is communication skills in which the audience attitude is decoded the message. Therefore, the knowledge level of social and cultural systems will result in the sample choosing to watch different types of programs differently. The sample will select the content from the TV program that they choose to watch and find it useful and will then pass it on to the students.

2. Using the watching television programs content in teaching, the results of the research showed that the members of the communication arts faculty is the most uses news programs content, followed by the list of knowledge types and entertainment programs at least is a line item. The fact that news program content is the most used in teaching by the lecturers. This is consistent with Pornchai Phaenchaiyaphum (2015) that viewers are satisfied with watching news programs at a high level because of the presenters, item, content, interesting program and format. For knowledge content is the most importance. In line with Janah's concept (2021) that the selection in receiving the message in which the recipient will choose to receive the news because of meticulously prepared and used the broadcaster that capable and high reliability. The recipients will choose to receive differently based on different experiences, needs, beliefs and attitudes.

Suggestion and future work

1. In this research, the research framework is limited. The researcher believes that other groups should be studied and other research methods should be used to support the findings, such as in-depth interviews to expand the research results further.

2. There should be studies on the behavior of media exposure of various types and their utilization in other fields related to their utilization in teaching and learning.

3. There should be a study on how much the content from each type of television program can be used in teaching and how it can be used.

4. A group of faculty members in each discipline should be analyzed in order to study the behavior and utilization of television programs that are clearly different.

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