Interactive English Teaching: Effects on Students' Performance

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Abstract

The problem of this study is: How does interactive English teaching affect students' communication skills? This study described the profile of the students in terms of gender, Intelligent Quotient level and achievement in previous English course these variables were made as the basis for grouping of the students into two-the Interactive Group and the Traditional Group. Their level of performance was assessed before and after their respective treatments as reflected in their pretest and posttest mean scores. Finally, the two groups were compared as to their performance as a result of the different treatments made. The main respondents of this study were thirty (30) freshmen students of Tomas del Rosario College (TRC) taking up Bachelor of Science in Hotel and Restaurant Management (BSHRM), Bachelor of Science in Nursing (BSN) and Bachelor in Elementary Education (BEED) this Academic Year 2009-2010. They were selected according to gender, Intelligent Quotient level and achievement in previous English course. Statistical treatment used for the analysis and interpretations of data were: frequency counts, mean and percentage distribution were employed to get the profile of the respondents, t-test was used for testing the significance difference of means.

One of the findings disclosed that traditional method seemed effective; it is highly recommended that this strategy could still be made a part of the instructional techniques of the college. However, teachers should use varied traditional methods so that boredom will be eliminated and students will be more motivated, to work and learn.

INTRODUCTION

As time goes by from centuries to centuries different attempts by language experts were done to ameliorate language teaching. Different experiments, tests and procedures were done to find out if mastery of a second language can best applied to students. There are those who would immerse the student to the target language for the student to grasp the language. Some used the ¨parrot-like method¨ where it's a repeat after the teacher style. While some made use of equipment such as electronic gadgets to amplify learning. There are many other ways experts used to make learning more easily but up to today researches, studies and experiments are still being made to make language learning easier.

The academe plays a vital role in guiding, directing leading and teaching English language to students to continuously enhance their communication skills as early as childhood. The learners, who are the target recipient of the second language learning, are so much influenced by music and film. They relate music and film as part of their system as an individual.

Skinner's Behaviorist Theory is one of the theories which is found relevant, a theoretical approach most frequently followed in schools today and which views language acquisition simply as a result of a set of habits. Skinner developed in 1957 the operant conditions - a method of training organisms - a technique which is by far effective in the classroom. It is believed that animals emit responses freely and the environment rewards some of these responses but ignores or punishes others. Accordingly, reinforcement tends to increase the probability that an organism emit the same response the next time it is free to do so. Following this technique, the assumption is that a learner gradually develop patterns of responses to specific stimulus when such responses are followed by particular reinforcements.

The teaching-learning process is a two-way process in which teaching is the stimulus and learning is the response. Learning will occur only when learners react favorably to the environment stimuli. What the student learns depends on what the teacher does. The teacher is the facilitator of learning who provides the conditions for effective learning and who seeks to meet the needs and interests of the learners. This can be done through the use of various approaches in teaching-learning like the traditional method and activity oriented lessons.

In this study, there are two types of stimulus: the Interactive method and the Traditional Method of teaching similar to the theory of Skinner were used stimulus to gain learning. The organisms are the students and the response can be translated to achievement towards English. The variety of stimulation, which is the internal, cognitive and affective entries of the individual, affects the achievement of the students towards learning the subject. The external stimulation is translated as the incentives, that is, the acquisition of knowledge and the eventual grade that the student will receive at the end of the semester. The inhibitors are simplified in the aspect of self-image of the student in general and his/her self-image in terms of competence in English. The learner's habit is confined primarily to the prior training in English. The teacher and the interactive methodology are the two forms of reinforcement for the students.

Jean Lave (1977) in Situated Learning Theory argues that learning as it normally occurs is a function of the activity, context and culture in which it occurs. This contrast with most classroom learning activities which involve knowledge which is abstract and out of context. Social interaction is a critical component of situated learning learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired. As the beginner or newcomer moves from the periphery of this community to its center, they become more active and engaged within the culture and hence assume the role of expert or old-timer. Furthermore, situated learning is usually unintentional rather than deliberate. Situated learning is a general theory of knowledge acquisition. It has been applied in the context of technology-based learning activities for schools that focus on problem solving skills. It is further accorded that learning requires social interaction and collaboration. This theory was utilized in explaining the use of interaction among or between students in order to learn specific tasks.

This theory is related to the present study considering that when a person watches a movie or listens to a particular music, the individual is "transported" from his present reality setting to the situation of the film or ambiance of the music. A new situation is created hence similar to the study of J.Lave in the discussed theory.

These theories have relevance to the present study since they both highlighted the importance of knowing the different theories and the teaching methods that stem from them to enable the teacher to understand what to use, thus be able to choose the right combination of methods to apply in the classroom. This way, students may have a better chance of learning the language and using it effectively. There are two ways how language teaching is done which this study would like to focus, one is the traditional and the interactive method of teaching.

Traditional Teaching Method always implies as lecture type method, wherein teachers exert much effort imparting knowledge by merely talking and discussing the rest of the period. Sullivan (1996) disclosed that the lecture in its many forms is the most commonly used method for transferring information in medical education. There are, however, serious questions regarding the effectiveness of the traditional lecture approach. Arredondo et al. (1994) pointed out that, although the lecture method is used extensively in medical education, academic physicians often are not trained in giving effective lectures. There are presently many calls to move away from the traditional lecture to interactive computer learning systems that allow students access to information lecture when and where they need it. While this shift to "just in time" information provided by computer is occurring, there is and will continue to be, a need for educators who are prepared to deliver lectures.

According to Swanson et al. (1995) the lecture was established formally centuries also as a teaching process that began with a literal reading of important passages from the text by the master, followed by the master's interpretation of the text. Students were expected to sit, listen and take notes. Similarly, in support of the lecture method in medical education, Vella (1992) recommended the use of active learning activities including analysis of case reports, problem-solving exercises, student presentations and students working cooperatively in groups.

Interactive studies using music and film however in Sullivan and Wircenski (1996) study made evaluation questions easy to ask and often difficult to answer. The educator would like to know if the lecture made a difference, the effectiveness of lecture in transferring knowledge to the students, impact of the information, and the enjoyment of students in the lecture.

There are many ways an interactive teaching can be done inside the classroom one is the teacher may play music while reading the definitions, leaving time for listeners to draw images of the words. The teacher may use guided meditation to build a relaxed state containing memories of success before the listeners hear the definitions again. And the learners may even act out the words' meanings or construct stories of their own.

Language teachers are now infusing activity oriented instructional strategies into their teaching. Brain-based and second language acquisition research has shown that the old school method—assign a chapter, take a test, and discuss the test—will not result in quality and depth of thought. Language teachers who want to update, refresh, and rejuvenate their teaching should apply mind/brain learning principles, as described by Caine and Caine (1994). These principles can become the basis of second language teaching and learning at the highest quality levels. Activity shifting and teaching around the wheel of learning styles stimulate thought and action in second language learner classrooms.

A teacher may use some examples of music and film lessons like peer teaching and group projects particularly those that promote group construction of knowledge, allow a student to observe other students' models of successful learning, and encourage him or her to emulate them social constructivism, self-efficacy, learning styles; varying instructional models that deviate from the lecture format, such as visual presentations, site visits, and use of the Internet, multiple intelligences, learning styles, self-efficacy; varying expectations for students' performance, from individual written formats to group work that includes writing and presentation, interpretation of theatrical, dance, musical, or artistic work, and performance of actual tasks at a work site attribution theory, conscientization, multiple intelligences, learning styles; choices that allow students to capitalize on personal strengths and interests self-efficacy, multiple intelligences, learning styles; overt use of socio-cultural situations and methods that provide authentic contexts and enculturation into an academic disciplinary community social constructivism, conscientization; course material that demonstrates valuing of diverse cultures, ethnic groups, classes, and genders conscientization, learning styles.

The general problem of this study is “How does Interactive English Teaching affect students’ communication skills at Tomas del Rosario College, City of Balanga, Bataan during the Academic Year 2009-2010?” Specifically, this study sought to answer the following questions: 1) What is the profile of the students in terms of: 1.1 gender; 1.2 Intelligent Quotient level and 1.3 achievement in previous English course? 2) What is the level of performance of the students in the interactive group before and after instructions in selected topics in English? 3) What is the level of performance of the students in the traditional group before and after instructions in selected topics in English? 4) How does the interactive group compare with the traditional group in terms of their performance in selected topics in English? 5) What are the implications of the study to language education and practice?

METHODOLOGY

In this study, the experimenter may come as close to actual setting similar to the experimental design by controlling as much as possible factors such as the profile of students (IQ, gender, and achievement in English), pretest/posttest, interactive and the traditional method and some settings such as the place time of instruction and the instructor. Other factors like uncontrollable variable.

The measure of the pretest/posttest allowed the comparison of the interactive and traditional method. The experimenter will use the mean and standard deviation in means will be applied to measure the differences in means at 0.05 level of significance.

The subject of the study are the 19 BSN, 9 BSHRM and 20 BEED freshmen college students of Tomas del Rosario College (TRC) this school-year 2009-2010.

Table 1
Population and Sample of the Study

Program	Population	Sample	Percentage
BSHRM	9	8	16.7
BSN	19	10	20.8
BEED	20	12	25
Total	**48**	**30**	**62.5**

These respondents are currently enrolled in English 2 subject at TRC. Randomization in sampling is not feasible so sets or pairs of students who are the same gender and nearly the same in that each respondent in the school group matched the characteristics of a respondent in the experimental group. The entire population of 9 BSHRM, 19 BSN and 20 BEED freshmen students were subjected to an IQ test and results of the said test is to group them as to high average, average, low average and below average. From these groupings based on IQ, the respondents were then matched as to gender and achievement in English. The researcher analyzed their gender as to male and female from the 7 male only 6 were selected and from the 41 females only 24 were selected. The selected respondents were then classified with regards to their IQ level and grades in English 1, if they do not have an equal pair to match them with another respondent in the group, they are rejected from the group hence the researcher selects another to match a respondent. In doing this procedure, there was initially 30 pairs with the same characteristics as to IQ, gender and achievement in English that was formed; and from these 30 pairs of students, only 15 pairs of respondents for the study was picked at random. Both groups consisted of 15 respondents each.

The profile of the respondents was analyzed before the experimentation begins. After the administration of the IQ test to the students, the results were used as baseline for which together with the classification in gender and achievement in English. Students were facilitated to pairs for the interactive and traditional groups. The profile of students was presented in textual form.

After the control and the experimental groups were formed, the pretest was administered to them before instructions begun. The pretest was checked by the researcher together with the English teachers. Then, the researcher acted as the instructor in both groups. The interactive group employed the interactive method and the traditional respondents were subjected to the traditional method of instruction. Both groups have completed instructions in 2 weeks.

The posttest was given to the students after instructions were completed and results were gathered for analysis and interpretation. The Profile of the respondents based on IQ, gender and achievement in English were obtained after applying the formulas on percentage, interval and average. Interval of IQ scores were already set by authorities who made the standardized test. The gender of respondents were classified as either male or female. With regards to their achievement in English 1, the researcher requested for a copy of grades of the course from the office of the registrar. The grades in numerical format were translated using the College's handbook for grade equivalent into descriptive which is as follows 1.00-1.25 Excellent, 1.50-1.75Very Good, 2.00-2.25Good, 2.50-2.75Satisfactory, 3.00 Passing, 5.00 Failure and No Grade or No Credit.

For the performance of the students in the interactive group, a pretest was given and the mean score was computed the same was done for the students in the traditional group. After the study a posttest was administered the mean score was again computed for both groups. To determine if there was any significant difference between the pretest and posttest of the interactive group the mean gain score was computed. The same was done to the traditional group to determine also if there was any significant difference.

In order to compare the performance of the two groups, a t-test for two independent means was employed. The results of the posttests of both groups were subjected to the t-test and the computed value was compared to the critical value at 0.05 level of significance.

RESULTS

Table 2 presents the distribution of the students as to gender. The table revealed in practice, teachers believe that females are more responsible than males as far as bringing of needed materials is concerned. To settle this issue, male respondents were matched, so number of males and females for both groups were the same. There were 3 or 10% male students and 12 or 24% female respondents in each group. Both groups were comparable since there was equal number of female and male in each group.

Table 2
Distribution of Interactive and Traditional Groups in Terms of Gender

Gender	Interactive Group		Traditional Group		Total	
	F	%	F	%	F	%
Female	12	40	12	40	24	80
Male	3	10	3	10	6	20
Total	**15**	**50**	**15**	**50**	**30**	**100**

In contrast to the study of Mendoza (2008), gender was not considered in her study unlike in the present study, gender was used as a basis of matching the respondents of both groups. Mendoza did not consider the gender factor due to the fact that his study was 73 conducted in a Maritime Academy (Alas-asin) wherein most of the enrollees were male; therefore, there was no way to use gender as a basis of comparison.

The students were again classified so as to form groupings for the interactive and traditional group. As a result there were 2 students or 6.7% who obtained a high average score both in the interactive and traditional group. There were 10 or 33.3% who had an average score for both groups. There were only 2 or 6.7% who got a low average score and only 1 or 3.3% got the below average score for both groups. Table 4 shows that in terms of IQ level both the interactive and traditional group are equal and have the number of students.

Table 3
Distribution of Interactive and Traditional Groups in Terms of IQ Level

Intelligent Quotient	Interactive Group		Traditional Group		Total	
	F	%	F	%	F	%
High Average	2	6.7	2	6.7	4	13.3
Average	10	33.3	10	33.3	20	66.7
Low Average	2	6.7	2	6.7	4	13.3
Below Average	1	3.3	1	3.3	2	6.7
Total	**15**	**50**	**15**	**50**	**30**	**100**

In general, the profile of the respondents in terms of IQ level for both the interactive and traditional group have the following data: 4 or 13.3% obtained a high average score, 20 or 66.7% got an average score, 4 or 13.3% had a low average score and 2 or 6.7% of the total number of students combining both groups got below average score. This shows that majority of the students are average learners which marked 66.7% and the other 33.3% belongs to high, low and below average combined. This is maybe because the students are already in the college level that is why majority of the students' IQ is already developed.

Parallel with the study of Roque (2005) on the effects of CAI on the performance of students on the selected topics in Geometry, this research also used the profile of the students in terms of gender, Intelligence Quotient (IQ) level and achievement of students in matching the respondents of the Control and Experimental Group. Both studies also used Quasi-experiment method using pretest and posttest means to compare the performance of the Control and Experimental Group.

Table 4 shows the distribution of the respondents according to their achievement in previous English course. It is revealed that the Interactive and Traditional Group have 3 or 10% of the students having very good and satisfactorily performance, 5 or 16.7% with good performance and 4 or 13.3% of the students-respondents are with passing performance in terms of their previous English course. This only shows that the matching strategy used for both groups in terms of achievement was successful. The researcher used the descriptive equivalent to match the grades of both groups of students.

Table 4
Distribution of Interactive and Traditional Groups in Terms of Grades in English 1

Grade	Interactive Group		Traditional Group		Total	
	F	%	F	%	F	%
Very Good	3	10	3	10	6	20
Satisfactorily	3	10	3	10	6	20
Good	5	16.7	5	16.7	10	33.3
Passing	4	13.3	4	13.3	8	26.7
Total	**15**	**50**	**15**	**50**	**30**	**100**

In general, the profile of the respondents in terms of their performance in their previous English subject for both the interactive and traditional group have the following data: 6 or 20% had a very good and satisfactorily score, 10 or 33.3% got a good score and 8 or 26.7% had a passing score forming the total number of students combining both groups. This shows that majority of the students had a good grade from their previous English subject (English 1), which marked 33.3%. Students with passing score numbered 26.7% of the total numbered of respondents. The students may have had difficulty in their previous English subject since English is one of the subjects students find difficulty to catch up. The problem maybe because of the students foundation in English in their elementary and high school days. Another factor is that English is being taught in its native English. Teachers teach the subject as a foreign language that at times students cannot comprehend because of language barrier. As a result poor performance for the course.

Likewise, Sotero (2003) compared the academic achievement of first year students using Computer Aided Instructions and Traditional Approach in Science and Technology I. Sotero used the previous grades of students in the first and second grading as a variable in her study similar to the present study

Table 5 shows the comparison of data on the pretest and posttest mean of the traditional group. In a 50-item test, the traditional group got a pretest mean score of 20.13. The result revealed that students in the traditional group performed very poor. This was because respondents were not instructed yet on the topics covered under experimentation. After administering the posttest examination, the group increased their mean score to 31.67. This indicates that a mean difference of 11.54. Produced a t-value of 12.54 at 0.05 significant level which resulted to the significant difference between the pre and posttest scores. This result suggests that students, after undertaking the traditional teaching method improved their performance. Thus, the null hypothesis that was formulated was again rejected implying that the pretest mean score showed significant difference from the posttest mean scores.

Table 5
Pretest and Posttest Mean Scores and t-value of the Controlled Group

Test	Mean	Mean Difference	t - value	Sig.	Remarks
Pretest	20.13				
Posttest	31.67	11.54	12.54	0.05	Significant

Parallel to the study Casupanan, Jr. (2005) which investigated the effectiveness of Electronic Learning Approach in teaching selected topics in Physics, the control group also revealed a significant result in the pretest and posttest

Both groups displayed significant improvements in their performance after doing selected lessons using the Interactive and Traditional Method Approach. The researcher believes that since the traditional method places students in a passive rather than in an active role, it is still effective provided that the instructor is prepared with his lesson and possess effective writing, speaking and modeling skills.

Table 6 shows the comparison of data on the pretest and posttest mean of the experimental group. In a 50-item test, the interactive group got a pretest mean score of 22.00. The result revealed that students in the interactive group performed poorly. This was because respondents were not instructed yet on the topics covered under experimentation. After administering the posttest examination, the group increased their mean score to 35.27. This indicates that a mean difference of 13.27. T-test of equality of means produced a t-value of 16.55 significant level at 0.000 which implies a significant difference between the pre and posttest scores. This result suggests that students, after undertaking an interactive teaching method improved their

performance. Thus, the null hypothesis that was formulated was rejected implying that the pretest mean score showed significant difference from the posttest mean scores.

Similarly, Javier (2001) conducted a study to determine the relationship between the teacher's competence and students' performance in English, Mathematics, Science and Social Studies. In pretest and posttest to the students, it also showed a significant effect on the performance of the group behavior.

Table 6
Pretest and Posttest Mean Scores and t-value of the Experimental Group

Test	Mean	Mean Difference	t - value	Sig.	Remarks
Pretest	22.00				
Posttest	35.27	13.27	16.55	0.000	Significant

The researcher believes that the result of the pretest and posttest of the interactive group was attributed to the exposure of the students to a new strategy of learning which is music and film. In this, the students enjoyed learning as if it was just a leisure time but they are grasping the content of the lesson.

Both groups improved from pre-to-post test (tables 6 and 7) implying that both interactive and traditional method helped the students improve their performance. Table 7 presents that the interactive group had a mean score of 22.00 in the pretest and 35.27 for their posttest. A gain score of 13.27 can be computed which denotes that there is learning in the interactive methodology. On the other hand, a mean score of 20.13 for the traditional group was computed for their pretest and 31.67 for their posttest. A gain score of 11.53 can be computed which denotes that there is also learning in the traditional methodology. To compute the comparison between the learning of the two groups a difference of only 1.73 can be computed from the mean gain scores of each group and a t-value of 1.42 significant and probability value of 0.17 which is a not significant remark.

Table 7
Pretest and Posttest Comparison Between Group
(Independent Sample T-Test)

Test	Group	Mean Score	Mean Difference	t	Sig.	Remarks
Pre	Interactive	22.00	1.87	0.85	0.40	Not Significant
	Traditional	20.13				
Post	Interactive	35.27	3.60	1.74	0.09	Not Significant
	Traditional	31.67				
Gain Scores	Interactive	13.27	1.73	1.42	0.17	Not Significant
	Traditional	11.53				

However, to answer which is more effective requires a gain score analysis to compare the level or degree of improvement between the two groups. Pretest comparison was also included because, ideally both groups should not be significantly different (t-value=0.85, Sig. =0.40) before the experiment or before conducting any intervention that could affect the post performance. Table 9 presents, the gain score analysis using ANOVA also suggested the same result with F value not significant at 0.05. This suggest that there is no significant difference in the performance of the students between the experimental and control groups.

Table 8
Gain Score Analysis Using Analysis of Variance

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Remarks
Between Groups	22.533	1	22.533	2.018	.166	Not Significant
Within Groups	312.667	28	11.167			
Total	335.200	29				

In the study of Baluyot (2009) on Activity Oriented Lessons in teaching selected topics in English to Microcity college students in Balanga City. She also found out the level between the experimental and controlled group are not significant.

This result shows that traditional and interactive methodology are both effective methods for teaching in selected topics in English. However, the use of interactive methodology shows a little advantage over the traditional methodology. A mean difference of 1.73 was computed in the performance of both groups. This is due to the new methodology in teaching the selected topics in English that is being used. Considering the gender, IQ level and previous English grades are equal for both the experimental and control group. Students find it more interesting to watch the movie and listen to the music that is being played as the main methodology in presenting to them a particular topic. Although in traditional method, students are also interested with the lesson because of the lesson that is being presented to them is part of the course where they are enrolled and they need to grasp the learning from it. Considering also the teacher factor where the students need to stay focused on the lesson being discussed by the teacher since the experimental is part of the regular school day and their class standing may be affected. In interactive methodology students are also focused in the lesson but the difference with the traditional methodology students in this group are more focused, the boredom factor is reduced hence they are enjoying while learning. They don't notice that time is passing but lesson is already being injected to them. Furthermore, their level of attention is sustained thru the media that is being played hence students become more attentive to the learning objectives.

DISCUSSION

The profile of students-respondents is the thirty (30) students in the control group (traditional laboratory) and experimental group (interactive learning), the findings showed that the control group and experimental group have an IQ between average and low average level. With regards to gender, 3 were males and 12 were females. Both groups demonstrated good to passing performance in English. The level of performance of students in the experimental group before and after the instructions using interactive methodology is that there was a highly significant difference in the performance of the experimental group in their pretest and posttest assessment. Therefore, the null hypothesis is rejected to the effect that there is highly significant difference between the pretest and posttest mean scores of the students exposed to interactive learning strategy. On the level of performance of students in the control group before and after the instructions using traditional methodology is that there was a highly significant difference in the performance of the control group in their pretest and posttest assessment. Therefore, the null hypothesis is rejected to the effect that there is a highly significant difference between the pretest and posttest mean scores of the students exposed to traditional learning strategy. On the comparison of experimental group with control group in their performance, there was a no significant difference in the posttest scores of both groups. Therefore, the null hypothesis is accepted to the effect that there is a no significant difference between the posttest mean scores of the students exposed to interactive and traditional methodology.

Based on the findings, the conclusions were drawn: There is a significant difference between the pretest and posttest mean scores of the students exposed to interactive methodology. There is a significant difference between the pretest and posttest mean scores of the students exposed to traditional methodology. There is no significant difference between the posttest mean scores of the students exposed in interactive methodology and those students exposed to traditional methodology.

In light of the findings, the following recommendations are hereby suggested: The profile of the respondents in both groups showed that they have generally Average IQ level. This implies an average performance of students. To maintain students' performance, the school administrators may conduct seminars, symposia, equipping for the teachers to make sure that the teachers competence is maintained hence students performance will also be maintained.. The use of varied teaching methods or strategies can also be helpful. The results of this study also revealed that respondents performed better although with improvement using interactive teaching methodology; hence, it is recommended that institutions may use Music and Film to be used in teaching selected topics in English such as Preposition usage, Understanding the Bill of Rights, Identifying Word Stress, The Little Prince and Hamlet. Syllabi should be re-examined and revised as the need arises to include new and more interactive lessons. In as much as there would be limited resources for interactive materials. School Administrators should provide necessary budget for film acquisition or rental. The usage of film and music has intellectual property from the makers of the film or music so piracy or illegal reproduction should not be tolerated. The school may provide internet access so as to download legally if resources in the community is not available. Findings also disclosed that traditional method seemed effective, it is therefore, recommended that this strategy could still be made a part of the instructional techniques of the college. However, teachers should use varied traditional methods so that boredom will be eliminated and students will be more motivated, to work and learn. It would also benefit the students if their teachers employ more innovative and creative teaching style which would encourage students initiative and stimulate maximum participation. Future research may be conducted in order to draw a more general and conclusive findings on the effect of interactive methodology on the achievement of the student using other parameters and on other subject areas.

PEDAGOGICAL IMPLICATION

With the mentioned findings on interactive teaching, the researcher believes that the implications of the study to language education and practice is that there is a need for educators and practitioners to be familiar with the use of music and film in teaching selected topics in English. According to the findings of this study, students both male and female with average level of IQ and performs good to passing marks in English can learn in either using the traditional or interactive methodology but using interactive lessons can help them get rid of boredom hence the main function of music and film is utilized and simultaneously the students learn from it. In the practice of language, this study can be a motivating factor for those who may want to venture in film or music making to create a film or music that is not just entertaining but also educational in a way that they can help mold the younger generations such as students or adults who may want to learn more of language.

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