Effects of Viewing Video Materials with Intervention to the Viewing Comprehension and Vocabulary of Grade Four Pupils of MSU-ILS

Prof. Rayhana M. Minalang-Limbona
Mindanao State University – Integrated Laboratory School
MSU-Main Campus, Marawi City, Philippines

Abstract
The advent of new technologies make it imperative for teachers to be well verse with new pedagogies to make learning more interesting and fascinating for students in response to the technology-changed world. One yet effective feat is to motivate these 'digital native' students to learn by using their interests that would also expose them to the target language at the same time. Among the educational technology products that provide many advantages to language learning is video. Video, according to Zhang, et al. (2005) is "a rich and powerful medium that can present information in an attractive and consistent manner". In fact, video use is 'very effective' with those students who do not perform well to traditional methods of teaching (CPB, 1997). Consequently, this quantitative and qualitative designed research study explored to find the effects of viewing video materials with intervention to the viewing comprehension and vocabulary of the matched 25 (twenty-five) pairs of grade four Section A and B pupils of MSU-ILS. Intervention plans, six interactive video materials, and comprehension and vocabulary tests were used for the administration of the study for seven viewing sessions within the span of seven consecutive weeks. Observation and interview were further conducted for getting in-depth information. Afterwards, it was found out that (a) constant or repetition of viewing is helpful for younger children, (b) the affectivity of a technology would still depend on the way it will be integrated in teaching, (c) combination of viewing techniques and viewing activities as an intervention is effective, and (d) viewing video materials with intervention has many benefits such that participants got happy, excited, relaxed, interested, attentive and motivated to learn; help learners gradually possess learning competencies; promote values formation; and do not increase viewing comprehension and vocabulary acquisition only, but improve listening skills as well.

Keywords: 'digital native', video, comprehension, vocabulary, intervention.

Introduction
Prompt technology's evolution has have greatly affected our society and has continuous impact to every individuals living. Undeniably, our society can never get away from the influence of technology (Cakir, 2006). Evidence has shown through immediate transmission of information, easiness of everyday living, comfort use of and expertise displayed by youth to innovations created by artistic brilliant minds and the like. Unsurprisingly, these effects of new discoveries have also reached education in response to the technology-changed world.

In fact, learners today belong to what is known as Generation Z, a term referring to the so called "digital natives". These learners are those who feel very comfortable with technology and are so much interested into it – whole day on their seats chatting with their friends through social media, playing computer games, watching on their cellular phone or television's screen, etc. – however fallouts to little attention span and some behavioral problems in spite of their great abilities to manipulate technologies at hand (K to 12 Curriculum Guide, 2013).

In the provision of the K-12 Curriculum, accordingly, the students will be globally competent and technologically-equipped by the end of a complete schooling. However, this has to be impossible to meet when problems exist between and among the students, the teachers, and the teaching and learning process which was proven by the news that the quality of English in the Philippines is deteriorating (Estrada-Manubag, 2005). This serves as a wake-up call and makes it alarming to everyone in education, most importantly to the language teachers.

As observed, even though everyone lives in the 21st century, still a number of teachers specifically language teachers deal with their pupils traditionally. The questions now at hand are: How will they be able to produce such a globally competent and technologically-equipped individuals when the teachers themselves are not competent enough in their field of discipline? How will they ensure learning to take place among the students when these students are kept forcibly to learn something in which their interests are not into? How will they meet the needs of the students when their ability to use technology cannot level up to these "digital natives'" skills'? How will the students comprehend lessons when instructional materials and strategies used in teaching are not motivating to them? Perhaps the most and simplest way to address these issues is to use the students' interest; that is, learning through technology. By motivating students to learn using their interests – learning through technology – could answer the problems.

Apparently, there are numerous technological audio-visual materials that promise to support different language teaching methods and aid in effective language learning through dealing with the students' comprehension and vocabulary acquisition. As agreed and supported by many researchers, those teaching materials have advantages over all other media, that do not only present and expose learners to authentic language but also interest and motivate students. In fact, most language theorists believe that exposure to the target language will make the learners get used to the sound of that certain language and eventually acquire and produce the language itself (Umera-Okeke, 2011).

One of the technology's products that expose second language learners to the target language is the video. Video is a magnificent and puissant material that enables information be shown in an appealing and consistent way (Zhang, et.al., 2005). Recently, Canning-Wilson's (2000) survey discloses that both teachers and students like learning through the use of video (CPB, 2004). Furthermore, in the review conducted by the 1997 Corporation for Public Broadcasting, teachers believe that video and TV use in classroom is effective to all different-natured students; even with those non-responsive students to conventional way of teaching.

In this study, the researcher aimed to gather data and find the effects of viewing video materials with intervention to learners' viewing comprehension and vocabulary. Having read many researches about the benefits of video materials to language learning, the researcher tried to find out more of its effects. This study hoped to apply any findings and implications in real English language classroom setting for the benefit of the current and future language teachers, language learners, and the department of education as a whole

Method

Participants
The respondents of this study were grade four pupils of MSU-Integrated Laboratory School officially enrolled during the school year 2016-2017. Only sections A and B were chosen to be the sample of this study because they are suited for the required English language competence to possess in understanding straight English interactive videos. Moreover, the researcher purposively selected the respondents in order to help them develop their comprehension and vocabulary through viewing since viewing is at its entry level in grade four as provided in the K-12 Curriculum.

Design
Quasi-experimental design was employed with the use of the pre-test and post-test. This study further used both qualitative and quantitative research approaches in describing the participants' viewing comprehension and vocabulary based on the results and on the noted participants' answers in every question in the conducted interview. A non-random matching sampling technique was used to the respondents according to their English 3 final grade. It was done to avoid bias and to make the two groups comparable.

Materials
The following instruments such as lesson plans, intervention plans, six selected English video materials (from bedtime story animation created by BedtimeStory.TV), English language tests (comprehension and vocabulary) constructed using Barrett's taxonomy on comprehension, and interview were utilized.

Procedure
The administration of the study was conducted to the Group A (control group) and Group B (experimental group) differently. In Group A, the pupils viewed the different videos without any interruption and/or intervention from the teacher. In Group B, the teacher did the intervention with them. Combination of viewing techniques and viewing activities was the intervention used in the viewing sessions. The intervention was used to assess and complement their comprehension and vocabulary on the videos' content.

The six different video materials used for seven viewing sessions (once a week) including the pre-test and post-test were viewed. The first video was conducted to the both groups for pre-test without intervention at all and then the same video was used for post-test but with viewing techniques and activities as intervention to Group B alone. The rest of the video materials were used in the second to fifth viewing sessions with interventions to Group B and without any interventions to Group A for the purpose of exposing the respondents in viewing. Every after each viewing session, comprehension on the content of each video and vocabulary were administered.

After all the viewing sessions, to get more in-depth information regarding the viewing activities with intervention, six participants from Group B (2 top scorers, 2 average scorers, and two lower scorers) was interviewed. They were asked some questions (refer to Appendix) and were requested to answer as far as their experience is concerned with utmost honesty. Every interview session was recorded and each participant's answers were transcribed for descriptive analyses by the researcher.

Results

In the interpretation of the findings, both quantitative statistical analyses and qualitative approach were used. All the quantitative data were fed to SPSS.

Quantitative Findings

Table 1 and 2 Computation of the t-Test on the Significant Difference

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest (comprehension)	Equal variances assumed	.243	.624	-.546	48	.587	-.28000	.51251	-1.31047	.75047
	Equal variances not assumed			-.546	47.992	.587	-.28000	.51251	-1.31048	.75048

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest (vocabulary)	Equal variances assumed	.027	.869	1.133	48	.263	.32000	.28237	-.24774	.88774
	Equal variances not assumed			1.133	47.693	.263	.32000	.28237	-.24784	.88784

The difference between Group A and Group B's pre-test mean score on comprehension and vocabulary is not significant.

Table 3 and 4 Computation of the t-Test on the Significant Difference

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
posttest (comprehension)	Equal variances assumed	6.044	.018	5.180	48	.000	2.28000	.44015	1.39502	3.16498
	Equal variances not assumed			5.180	35.826	.000	2.28000	.44015	1.38718	3.17282

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
posttest (vocabulary)	Equal variances assumed	.573	.453	4.159	48	.000	1.36000	.32701	.70251	2.01749
	Equal variances not assumed			4.159	47.294	.000	1.36000	.32701	.70226	2.01774

The difference between the two groups' post-test mean score on comprehension and vocabulary is significant.

Table 5 and 6 Computation of the t Test on the Significant Difference Between the Mean Gain Scores After the Intervention

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
gain (comprehension)	Equal variances assumed	5.576	.022	5.996	48	.000	2.56000	.42693	1.70161	3.41839
	Equal variances not assumed			5.996	44.506	.000	2.56000	.42693	1.69986	3.42014

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
gain (vocabulary)	Equal variances assumed	.303	.584	3.184	48	.003	1.04000	.32660	.38333	1.69667
	Equal variances not assumed			3.184	47.676	.003	1.04000	.32660	.38321	1.69679

The difference between the two groups' mean gain score on comprehension and vocabulary after the intervention is significant.

Qualitative Findings

Figure 1 and 2
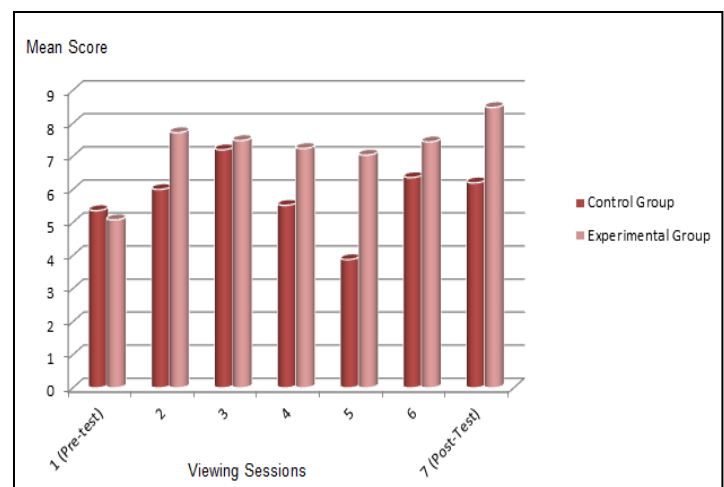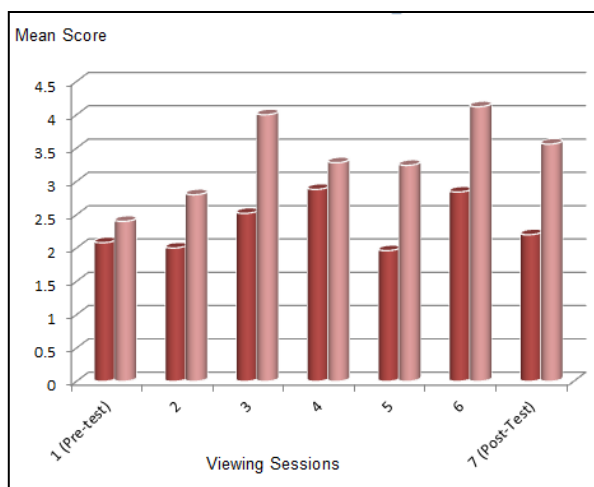
The performance of the Group B who was applied with intervention in comprehension and vocabulary respectively was far better than the Group A from second viewing session up to the last viewing session.

Discussion

Two of the results confirm the research hypotheses in which proving that there is a significant difference between the two group's comprehension and vocabulary on their post-test mean score and mean gain score after the intervention. As the data were measured at 0.05 level of significance, two of the three null hypotheses are rejected.

The first research null hypothesis is accepted as shown in the computation in table 1 and 2 wherein the *p*-values are greater than 0.05 level of significance. This result supports the statement of Anderson in CPB (2004) proving that comprehension rests on the ability of the viewers to process both video's audio and visual tracks at once. Since the two groups were not given any treatment or intervention and started with the same level, their performance in the pre-test did not have significant difference. Also, regarding the insignificant result of the vocabulary acquisition, this occurrence is best explained in Vygotsky's Zone of Proximal Development that there could be things that learner cannot yet do unassisted, but could do with support from someone who knows better on that particular thing (Taber, 2011). The two groups had difficulty in getting the meaning of some vocabularies used in the video. And because there were no interventions done in either of the two groups regarding learning new vocabularies, their mean score difference resulted not to be significant.

Comparative to the outcome in the post-test, it parallels the recommendation of Dr. Ismail Cakir's (2006) study that to have a successful and effective result with teaching through video, both viewers and teacher must have to watch videos actively so that learners will then have active participation in the activities (pre-viewing, while-viewing, and post-viewing) given by the teacher. Moreover, the higher post-test result of the two groups compare to their pre-test indicates that video material essentially motivates pupils and improves comprehension (Liang, 2014). Additionally, the result attests the same findings with the study of Kreatsai Woottipong (2014) who finds that it was easier for the pupils to remember and understand vocabulary in the video since it was previously taught during the pre-viewing stage.

Subsequently, comprehension and vocabulary gains after the intervention (as shown in table 5 and 6) proving the hypothesis to be significant. The findings revealed support Bryce (as cited in CPB, 2004) who states that "active verbal interaction between adult and child while viewing has shown to have increased the child's knowledge gains". The result also attests Webb's (in Lialikhova, 2014) claim that movies or videos offer vocabulary learning through repeated encounters with unknown words; and that consistent viewing of video materials safeguard great potential for vocabulary increase. Thus, the viewing techniques and viewing activities used as intervention proves to be effective in gaining more vocabulary.

Another indication on the positive effects of viewing video materials especially with intervention is the participants' testimonies in the interview. Though may be subjective, but were taken with descriptive analyses which are clearly presented in figure 1 and 2. Berk's (2009) statement that the main advantage of videos is providing potential learning outcomes like generating interest and energizing or relaxing pupils. Ishihara and Chi (2004) also put importance on the humour in the videos since it relaxes anxious learners. And because the videos are just appropriate to the respondents' choice and age, understanding took place (CPB, 2004). That's why Group B outperformed the Group A starting from second viewing session until the last session.

When the interviewees were asked of what they have learned from the video materials, all of them firstly mentioned about the moral lessons they learned. This supports and proves that the participants have been gaining the learning competencies in viewing provided in the K-12 Curriculum that one of those is that grade four learners could "make connections between information viewed and personal experiences". The respondents display knowledge on judging good things from evil; and that life-lesson are learned too.

Conclusions

Based from the findings, the conclusions of the study were as follows: in the pre-test, the two groups had the same level before the intervention and were comparable. But, during the following viewing sessions and after the post-test, the Group B (experimental group) performed far better than the Group A (control group); hence, teaching using video materials with intervention was effective. Furthermore, the affectivity of using video materials with intervention does not only improve viewing comprehension and vocabulary skills, but also improves the listening skills and teaches moral lessons as well .Hence, some insights were drawn: 1) constant viewing or repetition of viewing is helpful for younger children; 2) the affectivity of a technology would still depend on the way it will be incorporated in teaching; 3) combination of viewing techniques and viewing activities as intervention is effective; and 4) the respondents gained many benefits from the video materials used in viewing with intervention.

References

Berk, R. (2009). "Multimedia teaching with video clips: TV, movies, YouTube, and MTV in the college classroom." *International journal of technology in teaching and learning,* 5(1), 1-21.

BedtimeStory.TV. (2014, January 4). The Wizard of Oz. [Video file]. Retrieved from https://www.youtube.com/watch?v=y0teJ85qIqY&spfreload=10.

BedtimeStory.TV. (2015, Oct. 22). Little Red Riding Hood. [Video file]. Retrieved from https://www.youtube.com/watch?v=02W4L3l6660&spfreload=10.

BedtimeStory.TV. (2013, Sep. 30). Jack and the Beanstalk. [Video file]. Retrieved from https://www.youtube.com/watch?v=fN_C-eGzEEs&spfreload=10.

BedtimeStory.TV. (2014, Feb. 22). The Sea Turtle and the Hare. [Video file]. Retrieved from https://www.youtube.com/watch?v=bG2fLJMqQC8&spfreload=10.

BedtimeStory.TV. (2013, Nov. 1). The Ugly Duckling. [Video file]. Retrieved from https://www.youtube.com/watch?v=k0GPDf98sC8.

BedtimeStory.TV. (2014, May 9). The Selfish Giant. [Video file]. Retrieved from https://www.youtube.com/watch?v=oKV8DRNzOYE.

Brown, H. D. (1994). *Principles of language learning and teaching (*3rd ed.) .Englewood Cliffs, New Jersey, Prentice Hall Regents.

Cakir, I. (2006). "The use of video as an audio-visual material in foreign language teaching classroom". *The Turkish online journal of educational technology,* 5(4), 67-72.

Corporation for Public Broadcasting. (1997). *Study of school uses of television and video: 1996-1997 school   year summary report.* Retrieved from https://eric.ed.gov/?id=ED413879/.

Corporation for Public Broadcasting. (2004). *Television goes to school: the impact of video on student learning in formal education.* Retrieved from https://eric.ed.gov/?id=ED413879/.

Department of Education. (2013). *K to 12 curriculum guide in English.* Meralco Evenue, Pasig City.

Estrada-Manubag, A. (2005). *"The correlates of English language performance   among   high   school students in MSU-ILS, A.Y. 2004-2005".* **(**Unpublished Master's Thesis), Mindanao State University, Marawi City.

Harmer, J. (1998). *How to teach English.* England: Longman.

Harmer, J. (2007). *The practice of English language teaching (*4th ed). Harlow, UK: Pearson Longman.

Ishihara, N. and Chi, J. (2004). "Authentic video in the beginning ESOL classroom: using a full-length feature film for listening and speaking strategy practice". *English teaching forum.*

Klepek. (2010). *The Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension.* Retrieved from joebyrne.net/curriculum/barrett.pdf.

Liang, E. (2014). "Elementary students' motivation and attitudes toward English   animated cartoons at cram school". *International journal of arts and commerce.* 3(5).

Lialikhova, D. (2014). *The use of video in English language teaching: a   case study in a Norwegian Lower Secondary School.* Retrieved from https://brage.bibsys.no/xmlui/.

Taber, K. S. (2011). *Constructivism as educational theory: contingency in   learning, and optimally guided instruction".* Nova Science   Publishers,   Inc.

Umera-Okeke, N. (2011). *English for specific purposes.* Victoria Island, Lagos: National Open University of Nigeria.

Woottipong. K. (2014). "Effect of using video materials in the teaching of   listening skills for university students". *International journal of   linguistics*, 6(4).

Zhang, D. et. al. (2006). *Instructional video in e-learning: assessing the impact of   interactive video on learning effectiveness.* Elsevier Publications, 43(1), 15-27.

A Sample Lesson Plan

A Brief Lesson Plan in English 4

I. Objectives
At the end of the lesson, the pupils are expected to be able to:
A. Classify nouns as abstract or concrete;
B. Use abstract and concrete nouns in sentences;
C. Give examples of abstract and concrete nouns from the video watched; and
D. Recognize that abstract and concrete nouns can be possessed by everyone.

II. Subject Matter
A. Topic: Abstract and Concrete Nouns
B. References: English This Way 4, 3rd edition pp. 23-28
            https://www.youtube.com/watch?v=02W4L3l6660&spfreload=10
C. Materials: enlarged copy of the lesson
            video of "The Wizard of Oz"
            viewing facilities (laptop, projector/t.v., white screen, speaker)

III. Procedure
A. Review
            (Giving short review about plural form of some irregular nouns)
B. Motivation
            (Asking the pupils what feeling they have for a given situation)
C. Lesson Development
            (Discussion about abstract and common nouns)
D. Enrichment Activity
            (Viewing the video entitled "The Wizard of Oz" and answering the comprehension and vocabulary tests)
E. Generalization
            (Summarizing the lesson by giving examples from the video viewed)

IV. Evaluation
            Answer Focus A and B about classification of concrete and abstract nouns on page 25 in your book.

V. Assignment
            Use the following abstract and concrete nouns in sentences

Appendix 2
A Sample Intervention Plan

A Brief Intervention Plan on "The Wizard of Oz"

I. Objectives

At the end of the viewing session, the participants are expected to be able to:
   A. Give examples of abstract and concrete nouns from the video watched;
   B. Identify the meaning of the vocabularies used in the video and then use them in a sentence;
   C. Show comprehension on the video's content through actively participating in the discussion; and
   D. Realize that everyone possesses values needed to do great things through viewing the video.

II. Subject Matter

   A. Story: The Wizard of Oz
   B. Reference:
https://www.youtube.com/watch?v=y0teJ85qIqY&spfreload=10
   C. Materials: power point slide about the video
          video of "The Wizard of Oz"
          viewing facilities (laptop, projector/t.v., white screen, speaker)

III. Procedure

A. Review
         (Giving short recap about abstract and concrete nouns)
B. Pre-Viewing Activities
1. Giving introduction about the video in a power point presentation.
2. Pre-teaching the vocabularies by using each word in a sentence.
C. While-Viewing Activities (Using freeze framing and prediction techniques)
         Asking the participants the following questions as the teacher pauses the video at a certain scene:
       1. What is that thing coming towards the house of Dorothy?
       2. Who are the small people? Where do they live?
       3. Where is Dorothy off to? Why is she going to him?
       4. Who do you think is yelling for help?
       5. Who appeared suddenly? Is he going to eat Dorothy and her friends?
       6. Do you agree that Scarecrow has no brain? That Tinman has no heart? That Lion is a coward?
          7. Will Dorothy ever wake up again or will she die?
          8. What do you think the Wizard of Oz look like?
          9. Are they going to meet again after Dorothy goes back home?
D. Post-Viewing Activities
       1. Answering the following questions from the video's content:
       a. Who are the characters in the story?
       b. What were they asking for from the Wizard of Oz?
       c. Do you believe that they don't possess those things?
       d. What kinds of nouns are courage and love?
       e. Can you give me more examples of abstract and concrete nouns from the video?
       f. How did Dorothy and her friends arrive at the castle of the Wizard of Oz? Discuss it sequentially.
       g. What moral lesson you understood from the story?
       2. Using the vocabularies: horrible, wicked, journey, genuine, and wizard in a sentence.

IV. Evaluation
        (Answering comprehension test and vocabulary test)

Appendix 3
Six Selected English Video Materials

Appendix 4
A Sample of Comprehension and Vocabulary Tests

The Wizard of Oz

I. Comprehension Test. Encircle the letter that corresponds to your choice.

1. What was the thing that blew down the house of Dorothy?
    a. strong wind
    b. horrible twister
    c. flood
2. Whom did Dorothy save in the house?
    a. her uncle
    b. Munchkins
    c. Toto
3. Where did the house land?
    a. Munchkinland
    b. Mountainland
    c. Kansas
4. Who could help Dorothy go back to Kansas?
    a. Scarecrow, Tinman and the Lion
    b. Wizard of Oz
    c. Wizard of Ox
5. Whom did Dorothy and Toto meet at first, second & third and joined her in the adventure? Choose the names listed in correct order.
    a. Scarecrow, the Lion, and Tinman
    b. Tinman, Scarecrow, and the Lion
    c. Scarecrow, Tinman, and the Lion
6. Why did Dorothy and Toto fall into a deep sleep?
    a. because they breathed in the flower's fragrance
    b. because they got tired from a long walk
    c. because they got hungry and hadn't eaten any food
7. What is the Lion asking for the wizard?
    a. brain
    b. courage
    c. heart
8. Do you believe that the Scarecrow has no brain?
    a. No, because she is a human.
    b. No, because in fact she owned the ideas when they got into trouble.
    c. Yes, because she is just made up of straw.
9. Who was the Wizard of Oz?
    a. a man with magic
    b. a regular man
    c. a wise man
10. What is the moral lesson that can be learned from the story?
    a. Never give up.
    b. You already have in you what you need to do great things.
    c. Friends are important in life.

II. Vocabulary Test. Identify the meaning of the underlined word as used in the sentence. Write the word correctly on the blank before each number.

_____ 1. A horrible twister came to town.
    a. scary
    b. terrific
    c. big
_____ 2. The wicked witch made the Munchkins unhappy.
    a. bad
    b. good
    c. selfish
_____ 3. Along their journey, Dorothy, Scarecrow, and Tinman found   friendship.
    a. way
    b. plan
    c. travel
_____ 4. Tinman thought that he had no heart, but the truth is that he already had. It was shown when he shed   genuine tears for Dorothy.
    a. fake
    b. sincere
    c. correct

Appendix 5
Interview Schedule

    The following questions were asked during the in-depth interview conducted by the researcher. Follow-up questions varied based on the respondents' answers. Modifications, clarifications and translation of questions were also observed since the respondents were very young.

1. What did you feel when the researcher told you that you'll be watching a video?
2. How did you feel during the first viewing session?

3. During the following viewing sessions, what are your impressions towards viewing the video materials?

4. What can you say about the pre-viewing, while-viewing, and post-viewing activities your teacher did every viewing session?

5. What have you learned from the video materials you viewed?

6. What made you understand the videos' contents?

7. What can you say about the second time viewing on "The Wizard of Oz'? In what way the intervention or the viewing techniques help you understand more the videos' contents and the vocabulary used in the video?

ABOUT THE AUTHOR

Rayhana M. Minalang-Limbona is one of the faculty members in Mindanao State University – Integrated Laboratory School for more than five years. She had previously taught in Dansalan College for 3 years and a year in Philippine Integrated School (PIS) Foundation both located in Marawi City, Philippines. In 2008, she graduated from Mindanao State University- Main Campus with the degree Bachelor of Elementary Education major in English, Cum Laude. Pursued her graduate degree, she earned her Master of Arts in English Language Teaching at the same university in 2016 as Best in Master's Thesis Awardee. For almost ten years in the profession, she has been exposed to teaching, especially language teaching. She has been a participant/facilitator/organizer/presenter in different seminar-workshops and/or conferences about English Language, English Language Teaching, and Education. She had also presented different papers in *MSU First Applied Linguistics Conference*, in *1ˢᵗ International Multi-Disciplinary Research Conference* in Iligan City where she was awarded as Best in Oral Presentation and Best in Powerpoint Presentation, and in the recent *LangKIT 1ˢᵗ International Conference* in MSU, Marawi City.