ENGLISH TEACHERS' UTILIZATION OF INTERACTIVE LEARNING PLATFORMS: BASIS FOR THE INTEGRATION OF E-LEARNING TO THE TEACHING OF WRITING

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ABSTRACT

This study was conducted to provide an inventory of the personal competencies of the teachers in the field of media literacy, along with the respective assessment of individual pedagogical-didactical competencies in the integration of media literacy of Tanolong National High School teachers. Also, it focused on the utilization of interactive learning platforms to the teaching of writing.

A questionnaire was used as the main data gathering instrument. This paper aimed to answer the following questions: a) What is the profile of the respondents in terms of: age; gender; level of education; teaching experience, and subjects being taught?; b) What is the level of perception of competencies in media literacy and utilization?, and c) What is the level of capabilities in developing learners' competencies in terms of media literacy and utilization?. For the statistical treatment of data, frequency count and percentage, weighted mean, and Pearson-r correlation were used.

For the profile of the respondents, female, and ages 20-25 is dominant in the teaching force of TNHS; seven faculty members were already part of the school for more than ten years; majority in the group is a master's degree graduate, and core subjects like English has the highest percentage in terms of subject being taught.

The overall weighted mean for the level of perception of competencies in media literacy and utilization is 4.07 which has a descriptive rating of "Agree"; however, the level of capabilities in developing learners' competencies in media literacy and utilization has an overall weighted mean of 2.73 which means "Neutral". With the given interpretation, the level of perception is higher than the level of capabilities of TNHS teachers in media literacy and utilization. It showed that there is an intervention needed to address the needs of the teachers.

Keywords: Interactive Learning Platforms, Media Literacy, E-Learning

INTRODUCTION

No teacher can achieve aims of writing English without proper use of interesting activities to create and retain motivation among the target learners. In other words, technology, especially online platforms have created avenues in education sector especially in learning of English in a foreign or second language perspective. The use of media technology offers a wide range of academic opportunities and benefits. For it allows easy access on information and learning. Integrating new technologies in teaching writing are the

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most essential impact of digital tools on valuing the art of writing.

Integrating media technology in teaching English serves as the most innovative endeavor of educators that they have reached because it improves learners' motivation and integrate language skills. In order to integrate a proper use of media technology in our daily lives especially in the teaching of writing, a certain degree of media literacy and utilization are necessary.

Media literacy, put simply, is the ability to identify different types of media and the messages they are sending. When we speak of media, it encompasses print media, such as newspapers, magazines and posters, and theatrical presentations, tweets, radio broadcasts, etc. Being able to understand these various forms of information with an ability to make sense of what is presented is key.

E-learning means, learning that is facilitated using digital tools and content. Typically, it involves some form of interactivity, which may include online interaction between the learner and their teacher or peers. Thus, e-learning is basically the use of computers and Internet to facilitate learning.

Among other skills of a language, writing is the most productive skill as it perhaps the best and most accurate form of expression. It has been noticed that many EFL learners develop proficiency in speaking, but they face challenges in writing. In addition, writing is a complex activity and there is no consensus on an appropriate teaching strategy on writing.

The use of digital technologies are a big help in honing student's writing skills and helpful tools for teaching writing to students. The internet and digital technologies such as social networking sites and gadgets are means of expressing personal creativity and broadening the audience in writing.

Educators should engage in creating and using learning intervention activities to make effective use of technology. The practical engagement techniques are important in technology integration to increase learner engagement and performance. Promoting the integration of media technology to the teaching of writing is part of the pedagogical mission of education, sustainable education, social training, and other aspects of global life. Education should pay attention to an active and creative use of media as a learning tool. There is a growing body of evidence that technology integration on teaching positively affects student achievement and academic performance.

METHODOLOGY

The instrument used in this study is a questionnaire designed to assess the teachers' utilization of media technologies as a competency for teaching and the perceived need of this innovation in Tanolong National High School. It covered the Personal Competencies in the Field of Media Literacy and the Pedagogical Competencies in the Field of Media Literacy.

In determining the profile of the Tanolong National High School Teachers, frequency counts and their corresponding percentage were used for age, gender, level of education, teaching experience, and subjects being taught. Weighted mean was used in measuring the level of perception of competencies and the level of capabilities in developing learners' competencies in media literacy and utilization.

Pearson-r correlation was used to know the significant relationship between the level of perception of competencies in media literacy and utilization and level of capabilities in developing learners' competencies in terms of media literacy and utilization.

RESULTS AND DISCUSSION

Table 1 showed the profile of the respondents in terms of their Sex. It can be gleaned that majority of the respondents are female and the least number of respondents are male. The data showed that the faculty members of Tanolong National High School is outnumbered by women. In theory, women are more willing to accept teaching's low salary, more amenable, and more likely to bear most of the child-rearing responsibilities[1].

Table 1. Profile of the Respondents in Terms of Sex

Variable	f	%
Male	4	25.00
Female	12	75.00
Total	16	100

Table 2 presented the age of the respondents where ages 20-25 got the highest percentage of 31.25% while 6.25% is for the faculty members who are in 26-30, 41-45, 46-50, and 61-65 years of age. These numbers showed that five faculty members are on their young adult stage where it is known to be the most meaningful age of an individual's life; since this is the time are considered to be the most enthusiastic, energetic, and make some of the biggest decisions in life. A study reported that the source of potential teachers is found in matured-age group[2]. Young Filipino teacher ages 21-30 teaches to bring positive change, prepare students for life, serve as an inspiration, promote values, transform lives, teach for passion, set a higher bar of excellence in education, cure social problems, share knowledge and skills, and enable others' dreams[3].

Table 2. Profile of the Respondents in Terms of Age

Variable	f	%
20-25	5	31.25
26-30	1	6.25
31-35	2	12.50
36-40	2	12.50
41-45	1	6.25
46-50	1	6.25
51-55	3	18.75
56-60	0	0.00
61-65	1	6.25
Total	16	100

Table 3 highlighted the teaching experience of the teachers where 43.75% of the total number of respondents are already teaching in Tanolong National High School for more than 10 years. Teachers who are more experienced are more effective than those who are new in the field of teaching[4]. Also, when it comes to additional benefits, more experienced teachers have the additional benefits to their school community.

Table 3. Profile of the Respondents in Terms of Teaching Experience

Variable	F	%
Less than 1 year	1	6.25
1 to 3 years	5	31.25
4 to 6 years	1	6.25
7 to 9 years	2	12.50
More than 10 years	7	43.75
Total	16	100

Table 4 shows that out of 16 respondents, 9 or 56.25% of the faculty members are a master's degree holder. This means that more half of the teaching work force of TNHS is eager to develop their

professional and academic skills. The level of education, teaching experience, and gender has a significant effect on performance and professionalism[5].

Table 4. Profile of the Respondents in Terms of Level of Education

Variable	f	%
Baccalaureate Degree	7	43.75
Master's Degree	9	56.25
Doctoral Degree	0	0.00
Total	16	100

Table 5 presented the data of subjects being taught by the teachers. Core subjects ranked first and followed by contextualized subjects. For the Specialization subject, Tanolong National High School is offering Technical Vocational subject in Senior High. Under the core subjects are

Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences. These are the current content from General Education subjects embedded in the K-12 Curriculum particularly in the Senior High School Program.

Table 5. Profile of the Respondents in Terms of Subjects Being Taught

Variable	f	%
Core Subjects	7	43.75
Specialization Subjects (STEM)	0	0.00
Specialization Subjects (ABM)	0	0.00
Specialization Subjects (Tech-Voc HE)	1	6.25
Contextualized Subjects	6	37.50
Specialization Subjects (HUMSS)	2	12.50
Specialization Subjects (Tech-Voc ICT)	0	0.00
Total	16	100

In measuring the level of perception of competencies in media literacy and the level of capabilities in developing learner's competencies in media literacy

and utilization, the researchers used the descriptive value of each indicator in the Likert scale below:

4.20 – 5.00	SA (Strongly Agree)
3.40 – 4.19	A (Agree)
2.60 – 3.39	N (Neutral)
1.80 – 2.59	DA (Disagree)
1.00 – 1.79	SDA (Strongly Disagree)

Table 6 shows that majority of the respondents agree on their level of perception of competencies in media literacy and utilization with an overall weighted mean of 4.07. The nineth statement got the highest weighted mean of 4.25 meaning the respondents are aware of their media behavior in copyright, illegal downloads, and

dangerous media behavior. Second to the highest weighted mean are statements six, eight, and ten with the weighted mean of 4. 19. However, seventh statement of respondents can evaluate media content considering various criteria and ranked least for having an overall weighted mean of 3.88. The use of internet provides

learners access to authentic materials with information[6].

Table 6. Level of Perception of Competencies in Media Literacy and Utilization

Indicators	WM	D
1. I can use media devices in a technical sense (e.g. computers, projectors, tablets, smartphones, interactive whiteboards)	3.94	A
2. I can consciously choose between different media devices, based on their function (e.g. computers, smartphones and tablets, navigate through hyperlinks)	4.00	A
3. I can purposefully use different sources of information and media devices (e.g. search for information using social networking sites, the internet)	4.06	A
4. I know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/…).	4.06	A
5. I know how media production and distribution works (e.g. from source to article, the filtering of news, the intersection between politics, media and democracy)	4.13	A
6. I know how media content is tailored to the target audience (e.g. selection possibilities, personalized on line offer through cookies, newspapers/television channels/websites and their target audience)	4.19	A
7. I can evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects).	3.88	A
8. I am aware of the effects of media (e.g. influence on purchasing behavior, undesired effects such as hate or addiction).	4.19	A
9. I am aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior)	4.25	SA
10.I can create media content (e.g. write an article, create a photo or video document, set up a blog).	4.19	A
11.I can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube)	3.94	A
12.I can participate in the public debate through media (e.g. show commitment using (social) media, contact organizations by email, reader reactions or social media)	4.06	A
Overall WM	**4.07**	A

Table 7 presented the level of capabilities in developing learner's competencies in media literacy and utilization. The second, fifth, and ninth statement in table 3 got the highest weighted mean of 2.94. All the statements showed that the respondents either agree or disagree that they have the capabilities in developing learner's competencies.

The path towards empowering and emancipating young generation in using media for positive self-societal development is about understanding the normative dimension of a responsible and accountable media culture[7]. Developing learner's competencies in media literacy and utilization develops critical thinking, educates the mind about integrity, instils mindfulness of the role and effect of media on people, and promotes good citizens who knows the proper usage of media.

Table 7. Level of Capabilities in Developing Learner's Competencies in Media Literacy and Utilization

Indicators	WM	DE
1. Learners can use media devices in a technical sense (e.g. computer, projector, tablets, smartphone, interactive whiteboard).	2.44	DA
2. Learners can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks)	2.94	N
3. Learners can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet)	2.56	DA
4. Learners know that media represent information in a selective way and know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/…).	2.38	DA
5. Learners know how media production and distribution works (e.g. from source to article, the filtering of news, the intersection between politics, media and democracy).	2.94	N
6. Learners know how media content is tailored to the target audience (e.g. selection possibilities, personalized on line offer through cookies, newspapers/television channels/websites and their target audience)	2.88	N
7. Learners can evaluate media content taking into account various criteria (e.g. accuracy of information, comparison of information, appreciation of aesthetic aspects)	2.81	N
8. Learners are aware of the effects of media (e.g. influence on purchasing behavior, undesired effects such as hate or addiction)	2.63	N
9. Learners are aware of my own media behavior (e.g. copyright, illegal downloads, dangerous media behavior)	2.94	N
10. Learners can create media content (e.g. write an article, create a photo or video document, set up a blog).	2.88	N
11. Learners can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube).	2.69	N
12. Learners can participate in the public debate through media (e.g. show commitment using (social) media, contact organizations by email, reader reactions or social media).	2.69	N
Overall WM	**2.73**	**N**

Table 8 shows that there is a significant relationship between the level of perceptions of competencies in media literacy and Utilization and the level in media utilization as provided by the by the p-value of 0.000 at 0.05 level of significance. Moreover, the correlation coefficient of -0.688 shows that there is a moderately negative degree of relationship between the variables and the said relationship is not due to chance. With the data and result given on table 4, it can be seen that there are inconsistent results between the perception and level of capabilities. This strongly suggests that there is an intervention needed.

The use of technology has changed the way an individual thinks, works, and plays. Also, when it is integrated to education particularly on curriculum, students' learning processes and outcomes improve, and they become the creator and critics of their own work. The use of media technology increase learners' participation and creates a learning environment more exciting and learner-centered[8]. In addition, the role of the teacher is evident since it is the teacher who gives instructions in using and incorporating media technology to the subject being taught.

Table 8. Relationship Between Level of Perceptions and Level of Capabilities

Variable	Statistical Test	Level of Capabilities Addition
Level of Perception	Pearson r	-0.688**
	p-value	0.003
	n	16

CONCLUSION

There is a significant relationship between the level of perceptions of competencies in media literacy and utilization, and the level of capabilities in media utilization; however, there is an inconsistency when it comes to the overall results. The level of perceptions of competencies in media literacy and utilization has a higher value than the level of capabilities in media utilization. The use of learning platforms in teaching English depends on the teacher's needs and as based on the capabilities of the teachers and students in terms of technological skills.

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