

Teachers' Instructional Practices and Application of Multimedia in Teaching English as a Second Language (Input for a Model)

Boado, Maria Cinderella, Dela Cruz, Maria Cristina, Pile, Maricris

Department of Education Bulacan. Philippines

Abstract: *In the new era of education many innovations arise. Multimedia becomes part of the new progressive method of teaching. This study aims to determine the Teacher's Instructional Practices and Application of Multimedia in Teaching English as a Second Language. The researchers purposely selected eight junior high school teachers from the Division of Bulacan as the participants of this study. The data were collected through questionnaires and semi-structured interviews. The findings of this study showed that the most prevalently used multimedia is PowerPoint presentation incorporated with videos, audio, and image regardless of the teacher's years of experience using multimedia in the facilitation of the learning process are an effective application for Teaching English as a Second Language.*

Keywords—*Instructional Practices, Multimedia, Teaching English as a Second Language*

1. INTRODUCTION

Language learning is a challenging process that requires persistence and time for students to finish. the capacity to create a strategy or plan for fast learning and For language learners, especially those acquiring a second language, mastering a new language an additional tongue. It's not only about cramming in information when learning a language. Instead, learning a language involves doing it, but students require direction and motivation to complete language learning. Language instructors are expected to conduct out finding the motivation and direction second language learners require. Educators learn methods, resources, and approaches to make learning as effective and sincere as possible to guarantee effective second language acquisition. One of the tools Multimedia is used by teachers during the teaching-learning process.

According to Lu et al. (2022), multimedia is the integration of multiple technologies Text, graphics, music, and video are combined with other media types to create an interactive multi-modal system application or presentation to interact with or deliver a message to a statement or fact. Given that multimedia combines text, color, and pictures, It provides the opportunities for hearing, viewing, or a mix of both through audio and video of each. Using multimedia engages your audience with your message. Digital media is engaging media that provides a range of useful information-delivery methods users. Through it, users can communicate with digital information and engage with it. The audience's curiosity is also piqued when a notion is communicated understanding and taking in what you are saying or explaining. Furthermore, it can lessen the transmission of your message. If the debate is supported with multimedia, your message is unclear to the listener or is not being understood.

The multimedia concept, according to Kumar et al. (2021), argues that students can learn more efficiently if they are exposed to words that include spoken, written, and spoken words/sounds, narrations, and visuals, such as diagrams, photographs, and graphs instead of words, consider

using graphs, pictures, videos, and especially animations alone.

The setting in which learning occurs affects learning. The environment itself—society, libraries, media centers, computer labs, nature, cities or rural areas, etc.—as well as its design, accessibility, and conditions—are all included in this particular. The process of learning puts a second language student in circumstances where he must utilize the language correctly. The greatest way to learn a language is to use it in its natural environment, speaking it in its natural environment.

Multimedia applications can be utilized as one of several learning environments that are appropriate for usage in various learning contexts where students are pondering over ideas in this way discussing the topic matter and talking with peers and professors about their educational experiences(Andresen & Brink, 2018).

The necessity of multimedia learning settings for effective language learning. More focus is being placed on learning and teaching in classrooms of the 21st century by ICT multimedia tools were first used and examined by academics and professionals. Using platforms like YouTube to help students gain from their numerous cognitive benefits in the ESL/EFL learning circumstances (Alobaid, 2021).

The cognitive theory of multimedia learning (CTML) investigates how viewers of multimedia content assimilate new knowledge. According to the hypothesis, students learn more successfully when they engage in appropriate cognitive pressing, such as paying attention to the lesson's important material, mentally organizing it into a coherent cognitive representation, and mentally integrating it with their past knowledge. Due to the relationship that has been built between the text and the visuals, information that is delivered to learners in both texts and graphics is more effectively retained. The background knowledge or experience of the learners is recalled as they are exposed to the multimedia content, and is afterwards connected to the new information. The idea that pupils actively process words and images in long-term memory by forging links between them is supported by the theory.

. Richard Meyer proposed the multimedia principle, which states that individuals learn better from words and images than from just words. Students can better understand a notion or idea when the words and images are combined. Words by themselves could need more mental effort from the learner to build an idea. Additionally, it may be difficult for words alone to activate existing knowledge, which is necessary for integrating it with the new idea and facilitating learning. When second language learners encounter unfamiliar words, the picture(s) that are shown to them at the same time as the unfamiliar word helps the SL2 learners retain and understand.

The contiguity principle, as stated, suggests that just words need to be aligned in support of this; nevertheless, audio should also be temporally synced with accompanying images. Words and images ought to line up and make sense together. The risk for needless multimedia material overload is explained by the temporal contiguity notion. The argument makes the case that simultaneous presentation of text, audio, visuals, and moving images—as opposed to consecutive or sequential presentations of these elements—improves the learning capacity of teaching aids. Meaning that simultaneous presentations are likely to improve learning more than subsequent and/or separate ones

According to a specific principle of e-learning theory termed multimedia learning, employing two formats from the audio, visual, and text categories instead of one or three can increase deeper learning. This is stated in *Principles of Multimedia Learning* (2016).

Success in teaching and learning a second language, like English, depends on a variety of linguistic and nonlinguistic factors, including the students' attitudes and language abilities, the teacher's creativity and competence, and efficient teaching techniques and materials like visual, audio-visual, and media aids to language learning (Nnenna et al., 2021). To significantly improve at learning a second language, the student must make conscious, sustained efforts. The use of teacher manuals, texts, audio-visual aids, and visual aids in the classroom are essential components of effective second language teaching and learning. These tactics must be creative in order to complement the traditional method of chalking and narrating. The dictionary, ICT-driven instructions, and other media aids are examples of such creative capabilities (Nnenna et al., 2022).

Teachers of English say they need to change how they teach the language because it is becoming more and more popular. A persuasive case has been made for changing

language education procedures and researching the use of multimedia technologies in English language instruction due to the rapid growth of science and technology (Kumar et al, 2021). In order to teach English, these tools have audio, visual, and animated elements. The use of multimedia technology is beneficial in initiatives to boost student engagement and instructional efforts.

The limited-capacity theory contends that people can only effectively process a certain amount of information at any given time (Educ. Sci., 2021). Because working memory only has a limited amount of storage space, instructional approaches should avoid overloading it with unrelated activities that don't directly advance learning (Sweller, 1988). Therefore, it is crucial that the multimedia presentations teachers employ to aid students' learning are clear, short, and engaging. The format and content of any multimedia materials distributed to pupils must be proficient.

The cognitive theory of multimedia learning describes five cognitive processes in multimedia learning: choosing pertinent words from the narration or text presented; choosing relevant and important images from the illustrations presented; organizing the known phrase into a coherent verbal representation; organizing the chosen images into a coherent pictorial representation; and integrating the picked words and images with prior knowledge (Mayer, 2005).

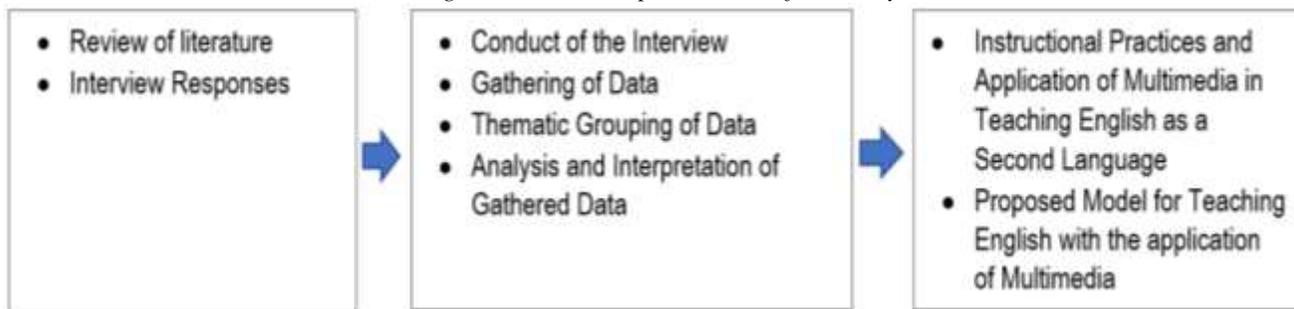
The primary driving force for doing this study is the ongoing requirement to draw and concentrate learners' attention to the input delivered to them in target language in the classroom. The primary goal of this article is to identify the instructional strategies and multimedia apps used by teachers in teaching English as a second language. Specifically, the study shall seek answers to the following questions:

- What instructional practices and multimedia applications are used in teaching English?
- What experiences/challenges are encountered by teachers applying multimedia in teaching English?
- How do the instructional practices and applications of multimedia affect the teaching of English as a Second Language in the Junior high school?

Moreover, the researchers hope to propose a model for Teaching English as a Second Language integrated with multimedia.

CONCEPTUAL FRAMEWORK

Figure 1. The Conceptual Model of the Study



The study's Conceptual Model on teachers' instructional strategies and use of multimedia in teaching English as a second language is shown in Figure 1. The research questions are on the input box, along with the High School Teachers' answers to the interview questionnaire used to elicit information on their methods for teaching English as a Second Language. The interviewing procedure, data collection, data theme grouping, and data analysis and interpretation were all covered in the process box. The study's results are shown in the output box, which also includes the suggested model for Teaching English as a Second Language that incorporates the use of multimedia. The output box also includes the evaluated instructional practices and application of multimedia in Teaching English as a Second

Language. The arrows from the input to the process and from the process to the output demonstrate how these elements are thought to be related to each other and to the study's output.

METHODOLOGY

Research Design

The qualitative approach of study was used by the researchers. The goal of qualitative research is to fully comprehend social phenomena in their context (Utah Libraries, 2022). It places a strong emphasis on the first-hand

Table 1 Participants of the Study

| Level | Teacher |
|--------------|----------|
| Grade 7 | 2 |
| Grade 8 | 2 |
| Grade 9 | 2 |
| Grade 10 | 2 |
| Total | 8 |

Instrument of the Study

The researchers used four (4) open-ended interview questions to get information about the type of multimedia they use in their classes, how they select it, how it is used to

experiences of individuals as the agents of meaning creation in their daily lives and places more emphasis on the reasons of social events than their particulars.

Research Participants

This study aimed to determine Teacher's Instructional Practices and Application of Multimedia in Teaching English as a Second Language from purposely-selected Junior High School teachers from the Division of Bulacan, who were conveniently accessible to the researchers during the School Year 2022-2023.

Table 1 shows the participants of the study. As can be seen from Table 1, the qualitative study employed a total of eight (8) participants from the English Department of a Junior High School in the Division of Bulacan. Purposive sampling is employed in choosing the participants. This sampling technique entails gathering people based on their expertise. The participants were chosen because of the subject they teach - English. Table 1 further shows two (2) teacher-participants from Grade 7, two (2) teacher-participants from Grade 8, two (2) teacher-participants from Grade 9, and two (2) from Grade 10.

facilitate learning, and how the students react to it. Conversations are necessary to answer open-ended interview questions because they cannot be answered in a single word. These questions have different answers for different people and can only be answered from a particular angle, which

usually results in a lengthy discourse. Due to the participants' busy work schedules, the interviews were conducted through interactive private messages and emails sent through Google and MS Outlook.

Data Collection and Analysis

The researchers followed the step-by-step procedure in the conduct, gathering, presentation and analysis of the data as stated:

- The researchers formulated four (4) open-ended interview questions to elicit the perceptions of the purposefully selected participants of the study.
- The eight (8) purposely selected teacher-participants were asked to respond to the interview through various online platforms.
- The participants were informed of the process and use of the interview, as well as, their rights in the conduct of the study.
- The responses were collated, tabulated, and analyzed to provide the results, which served as the basis for structuring the findings, conclusions, and recommendations to create the necessary information for the recommended multimedia.

RESULTS

Question #1 What kind of multimedia do you use in your class?

Teacher Participant A, a 45 year-old female teacher with 10 years teaching experience in Grade 7.

"I use audio-visual presentations during my class discussions. The students seem to have more interest if what I discuss is also presented to them through the classroom television."

Teacher Participant B, a 25 year-old newly hired male teacher.

"Downloaded video clips from youtube is what I usually use in presenting the lesson. Then, I always ask them to share their insights and expound on the lesson being discussed. Students can easily associate words if they can see and hear it."

Teacher Participant C, a 25 year-old female teacher with 3 years teaching experience in Grade 7 and 8.

"As an English teacher, one of the innovative ways I do in my class when teaching English to my language learners is integrating multimedia into our discussion. I use powerpoint presentations when presenting the topic and also playing a video for further explanation of the topic and also for my students to really understand the lesson."

Teacher Participant D, a 30 year-old female teacher with 5 years teaching experience in English 9.

"Powerpoint presentation is what helps me during the discussion as it also helps sustain the interest of my students. Seeing the pictures and short video clips as those examples provide a more comprehensive discussion time with them. "

Teacher Participant E, a 28 year-old newly hired female teacher.

"I usually use things that my students can physically work on. They love to explore new lessons through printed materials and learn new stories through videos."

Teacher Participant F, a 27 year-old male teacher for English 9.

"Oftentimes, I used powerpoint presentations but sometimes just to break the everyday cycle, I also used classpoint apps to solicit answers from my students. "

Teacher Participant G, a 31 year-old male teacher with 9 years teaching experience in English 10.

"I use google workspace for lesson updates and activity submissions. During class, I mostly use powerpoints of downloaded Youtube videos for discussions ."

Teacher Participant H, a 34 year-old male teacher with 9 years teaching experience in English 10.

"I commonly use downloaded videos and powerpoint presentations in my class discussions."

Question #2 How do you choose multimedia?

Teacher Participant A, a 45 year-old female teacher with 10 years teaching experience in Grade 7.

"I choose multimedia to be used depending on the lesson to be discussed. Aside from that I also consider the age and interest of my students."

Teacher Participant B, a 25 year-old newly hired male teacher.

"The multimedia I use for my class depends on the lesson content, but I pick out the most colorful ones because I teach Grade 7."

Teacher Participant C, a 25 year-old female teacher with 3 years teaching experience in Grade 7 and 8.

"I usually make my own powerpoints which I use in my class. I tailor it according to the lesson, I try to incorporate as much image as possible especially if there are unfamiliar words included."

Teacher Participant D, a 30 year-old female teacher with 5 years teaching experience in English 9.

"The powerpoints I use in my class are made specifically for the targeted competency. I make sure that there are as minimal words or texts as possible"

in each slide so the students would not be overwhelmed with what is in front of them."

Teacher Participant E, a 28 year-old newly hired female teacher.

"I borrow the videos I use in my classes from Youtube. I choose videos that are short but have the most information about the topic."

Teacher Participant F, a 27 year-old male teacher for English 9.

"I make my own powerpoints. I put images beside words that I think are unfamiliar to my students. I only use two colors for the texts and make sure that the texts are big enough for the students to see. I inform the students beforehand to bring their phones if I am going to use the classpoint app."

Teacher Participant G, a 31 year-old male teacher with 9 years teaching experience in English 10.

"I download the latest Youtube videos that I can use for my class discussions. I pick-out the short but most detailed videos."

Teacher Participant H, a 34 year-old male teacher with 9 years teaching experience in English 10.

"For competencies that require listening, I use audio text and slides presentation. For other competencies, it is usually slides and videos that I use in discussing the lesson."

Question #3 Describe how you use multimedia in your class facilitation.

Teacher Participant A, a 45 year-old female teacher with 10 years teaching experience in Grade 7.

"I often ask my students to watch an audio visual presentation first before we start our discussion. With that, they may have an idea of our lesson for the day. Then, it will be easier for me to discuss the lesson. At times, I also use it to present them with a clear example of our lesson."

Teacher Participant B, a 25 year-old newly hired male teacher.

"My powerpoint presentations are used for discussion, instead of the usual chalk and board, the slides serve as my written lecture."

Teacher Participant C, a 25 year-old female teacher with 3 years teaching experience in Grade 7 and 8.

"I use the powerpoint presentations in discussing the lesson. Also, in explaining and providing examples I download videos and play it during class. Aside from that, a video, instead of a printed material, is better if we are to study a story. My students enjoy watching and listening activities more than reading."

Teacher Participant D, a 30 year-old female teacher with 5 years teaching experience in English 9.

"The powerpoints were used to present the lesson of the day. It makes discussing the lesson easier and more interesting."

Teacher Participant E, a 28 year-old newly hired female teacher.

"I frequently used multimedia to present stories or the topics for discussion. Every term presented would be given a concise definition that would make it easier for students to remember."

Teacher Participant F, a 27 year-old male teacher for English 9.

"I use multimedia interactively during class discussions. I always make my students participate with the discussion through the classpoint app apart from the face-to-face interaction that we have in the classroom."

Teacher Participant G, a 31 year-old male teacher with 9 years teaching experience in English 10.

"First, is the familiarity in utilizing various equipment to facilitate the learning of the students. Not to mention the knowledge gap in delivering the lessons as especially those sourced from the internet."

Teacher Participant H, a 34 year-old male teacher with 9 years teaching experience in English 10.

"The downloaded videos I present to my class are my springboards for discussion."

Question #4 How do the students respond or react to the multimedia?

Teacher Participant A, a 45 year-old female teacher with 10 years teaching experience in Grade 7.

"The students showed more interest during the class discussion where multimedia is used unlike when we used to read from the books and followed the writings on the board."

Teacher Participant B, a 25 year-old newly hired male teacher.

"My students were always excited to participate in the discussion. At first, if I present them with new ways to share their insights it would take a little more time to explain how it can be done. However, they were still able to follow and do it enthusiastically."

Teacher Participant C, a 25 year-old female teacher with 3 years teaching experience in Grade 7 and 8.

"My students enjoy watching and listening activities more than reading. That is why they love it when

multimedia is incorporated with our daily lessons and activities."

Teacher Participant D, a 30 year-old female teacher with 5 years teaching experience in English 9.

"Students were often curious and energized whenever I used multimedia in our discussion. They were always amazed as to how easier it is to learn new things once they see and hear it through our classroom television."

Teacher Participant E, a 28 year-old newly hired female teacher.

"The students learn better when they are presented with concise definitions and images of topics being discussed. Multimedia does not only make my job, as a teacher, easier but it also makes learning fun and easy for the students."

Teacher Participant F, a 27 year-old male teacher for English 9.

"It makes my students more active in class recitations. They seem to be more eager to learn during discussion if they interact with multimedia. All in all, multimedia helps sustain the interest and attention of my students during our class."

Teacher Participant G, a 31 year-old male teacher with 9 years teaching experience in English 10.

"The use of multimedia in class discussions motivates active learning. It prompts students to think, question, analyze, or apply information as they read. Also, it challenges them to incorporate new ideas into their understanding of the subject."

Teacher Participant H, a 34 year-old male teacher with 9 years teaching experience in English 10.

"My students become more interested in our class discussions if presented through downloaded Youtube videos."

Given that most of the materials being sourced in the internet is in English, it is good that students are more exposed to the medium hence mastery and familiarity is enhanced. Multimedia resources are essential in delivering the information from the teacher to the students as the solution to refresh the conventional teaching-learning strategy.

DISCUSSION

The Kind of Multimedia Used in Classroom Discussion Five of the teacher participants mentioned using PowerPoint presentations in class, and seven of them mentioned using videos, when asked about the type of multimedia used in classroom discussions. One of the responses mentioned that the interactive app classpoint app is also used by other PowerPoint presentations. Powerpoint is used in class

discussions by teachers C, D, F, G, and H. Teachers A, B, C, D, F, G, and H all mentioned using movies in class discussions. Both Teacher Participant F and Teacher Participant E mentioned using the Classpoint app or printed materials, respectively. It may be inferred from these comments that most teachers who responded employ audio-visual and PowerPoint presentations for class discussion.

How Multimedia is Chosen

Five of the respondents were asked how they select multimedia content, and they all stated that they do so based on the lesson or competency that has to be learned. The multimedia that Teacher Participants A, B, C, D, and H choose is based on what the student needs to learn. According to teacher participant A, she based her multimedia selection on the children's interests and ages. Teacher Participant B mentioned that he favors visual media with vibrant colors. Teacher Participants C and F stated that they create their own powerpoint presentations and use graphics, particularly if there are phrases that are unknown. In his teacher-made powerpoint presentation, Teacher Participant D makes an effort to use the least amount of text possible. F noted that he only uses two font colors and a size that his students can read easily. It is clear from these replies that teachers select films mostly due to the quality of the lesson content. The survey respondents create their own PowerPoint presentations that include text and images. To help pupils understand foreign vocabulary, two respondents included as many visuals as possible on their slides.

"I put images beside words that I think are unfamiliar to my students."

How Multimedia is Used in Facilitating Learning

All teacher participants stated that they use multimedia, primarily Powerpoint presentations, in their discussions to further learning. According to Teacher Participant G, it's critical for kids to be comfortable using a variety of tools to aid in their learning. Because she believes it gives the students ideas regarding the lesson for the day, Teacher Participant A frequently requests that her students watch an audiovisual presentation before they begin their discussion. Instead of using the traditional chalk and blackboard, teachers often use multimedia in their lessons. The power presentation, according to Teacher Participant B and D, serves as their written lecture and launchpad.

How Students Respond to Multimedia

When asked about how their students respond to or react to the multimedia, all of the participating teachers responded that when they use it in their class discussions, the students become engaged. The kids were more engaged, ready to learn and participate in class discussions, astounded at how simple it is to learn new things, and fascinated by how learning is improved by clear definitions and illustrations of the topics being covered. The use of multimedia in class discussions, according to teacher participant G, inspires active

learning. It challenges pupils to reflect, consider, evaluate, or apply knowledge while they read. Additionally, it pushes them to expand on their prior knowledge of the issue. Teacher Participant E affirmatively states that students learn better when they are given clear definitions and images of the subjects being covered since, in her opinion, multimedia not only simplifies her job but also makes learning enjoyable and simple for kids. These comments suggest that multimedia has a beneficial impact on students' learning processes.

CONCLUSION

Overall, the study's findings add to the huge body of literature demonstrating the use of multimedia in the educational process. The eight (8) junior high school teachers from the Division of Bulacan who were easily available to the researchers during the School Year 2022–2023 were the subjects of this study, which examined their perspectives and experiences.

Based on the findings of the study, the following conclusions were drawn:

- That most, if not all teachers, irregardless of years of teaching experience, use multimedia in the facilitation of the learning process;
- That powerpoint or slide presentation and downloaded videos are the most prevalently used multimedia tools;
- That the lesson content or learning competency is the basis for the choice of multimedia tool;
- That image included in the powerpoint presentation are representation of the unfamiliar words;
- That videos used by the teachers are all sourced from Youtube.

RECOMMENDATION

Based on the conclusion of the study, the following recommendations are hereby submitted:

- Considering how multimedia affects students' academic performance, this calls for the teachers' technological expertise; it could be that teachers shouldn't fall behind in terms of technical expertise. To that end, in-service training ought to be opened.
- Before choosing aspects that are appropriate for learning outcomes, teachers should decide what they are aiming to accomplish.
- Students should be included more in the learning process by allowing them to create some multimedia materials (slides, Internet searches, etc).
- Further research should be conducted to continually determine more innovations to continually improve the use of multimedia.

REFERENCES

- Alobaid A. 2021. ICT multimedia learning affordances: role and impact on ESL learners' writing accuracy development. *Heliyon*. Vol. 7. Issue 7.
- Andresen B. & Brink K. 2018. *Multimedia in Education*. UNESCO Institute for Information Technologies in Education.
- Arslan, A. 2020. A systematic review on flipped learning in teaching English as a foreign or second language. *Journal of Language and Linguistic Studies*, 16(2), 775-797.
- Educ. Sci. 2019, 9(3), 210; <https://doi.org/10.3390/educsci9030210>
- Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language Learning Strategies Used by Adult Learners of Teaching English as a Second Language (TESL). *TESOL International Journal*, 13(4), 39–48.
- Hashim, H. U., Yunus, M. M., & Hashim, H. 2018. Language Learning Strategies Used by Adult Learners of Teaching English as a Second Language (TESL). *TESOL International Journal*, Vol. 13. 39–48.
- Herrington, J. & Oliver, R. 1997. Multimedia, magic and the way students respond to a situated learning environment. *Australasian Journal of Educational Technology*, Vol 13. 128-144.
- Kalyuga, S. 2014. The expertise reversal principle in multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 576–597). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369.028>
- Kumar, T., Malabar, S., Benyo, A., & Amal, B. K. 2021. Analyzing multimedia tools and language teaching. *Linguistics and Culture Review*, 5(S1), 331-341. <https://doi.org/10.21744/lingcure.v5nS1.1400>
- Lu, Y., Li, N., & Lin H. 2022. A Multiple and Multidimensional Linguistic Truth-Valued Reasoning Method and its Application in Multimedia Teaching Evaluation. *International Journal of Computational Intelligence Systems*. 34.
- Mayer, R. E. 2005. Cognitive Theory of Multimedia Learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (pp. 31–48). Cambridge University Press. <https://doi.org/10.1017/CBO9780511816819.004>
- Nnenna, G. et al 2021. Media-Support Teaching and Learning of English Language as a Second Language: Eliminating Stereotypes.

Nnenna, G. et al 2022. Dictionary as an Effective Resource in Teaching and Learning of English as a Second Language: Complementing Instructions.

Paas, F., Van Gerven, P. W. M., & Tabbers, H. K. 2005. The Cognitive Aging Principle in Multimedia Learning. The Cambridge handbook of multimedia learning. 339–351.

Sweller, J. 1988. Cognitive load during problem solving: effects on learning. Cognitive Science, Volume 12, Issue 2, April 1988.

Wiley, W. 2016. University Services. Principles of Multimedia Learning - Center for Teaching and Learning. Wiley Education Services.

SHORT BIONOTE

Maria Cinderella Boado has been in the teaching profession for 20 consecutive years. She has taught in the Pre-school to the Senior High School. She is in her mid-40s, and is already a grandmother to three cute and adorable preschoolers. It is her grandchildren and her nature escapades that keep her youthful perspective in life.

Maria Cristina Dela Cruz is an Educator from Bowie Unified School District 14 in Arizona, USA. She graduated from Polytechnic College of City of Meycauayan in 2014. After she got her Bachelor of Secondary Education Major in English she has taught for 4 years in a private Christian School and 1 year in public school. She is currently working abroad continuing her passion in Teaching English as a Second Language.

Maricris Pile is a senior high school teacher in DepEd Bulacan. She graduated from the Bulacan State University - Bustos Campus with the degree of Bachelor in Secondary Education major in English. She is a millennial teacher who sends her students into the weekend inspired.