SKILLS INTEGRATION IN FILM & TECHNOLOGY-BASED INPUTS: TEACHERS' GENERAL PERSPECTIVES

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Abstract:
Film and technology tend to be potential tools in defining the point of departure between traditional and contemporary teaching styles. Surveyed responses of randomly selected teachers reveal common standpoints on film and technology-based materials (FTBMs)'s sustainability as catalysts in language skills integration. Their assimilated viewpoints further corroborate that FTBMs can sustain teachers' innovation in situating learners to 21st century real-world-learning environment due to their proliferation, didactic features and accessibility. Furthermore, it is indicated that when teachers' productively incorporate FTBMs in pedagogy, they can have more promising instructive functions than their entertainment value. Moreover, the study demonstrates some language-related tasks models, implications and frameworks underpropped by congruent theories and others' investigations in presenting techniques through FTBMs. It is recommended that a quantitative inquiry of this teaching strategy utilizing these materials be administered to more specific sets of varied respondents to scientifically demonstrate the extent of teachers' practices and awareness sustained by advanced statistics to produce tangible principles that may facilitate effective language skills' integration. This investigation fundamentally used descriptive analysis where symmetrical data is explicated by the mean while the modal values construed collated nominal data in interpreting respondents' central tendencies. Percentages were employed in approaching other responses. Several formulated types of Likert Scales for analyses and descriptions played major roles in approximating used variables to engender responses about this edifying approach's fortification.

Keywords: skills integration, film education, film technology-based authentic materials, viewing skill, reading, writing, listening, speaking, task-based, innovative instruction, teaching approach

1. Introduction

Voluminous researchers have publicized the benefits of integrating language skills in English education. They commonly state that language acquisition is more productive when four skills are naturally integrated in lessons (Brown, 1994 & Cordoba-Zúñiga, 2016). Incorporating the macro skills in interactive activities may define the real core of interactive communicative competence. It is sanctioned that the ability to use a language in a communicative way combines listening, reading, speaking and writing where listening and reading are the receptive skills; speaking and writing, the productive skills. To connect these skills in tasks designs, an integrative process is crucial. Input Hypothesis pioneered by (Krashen, 1982; 1985) reveals that reception should come before production. Extensive opportunities for listening and reading should precede speaking and writing, particularly in the early stages of the acquisition processes. Oxford (2001) articulates that the lesson objectives generate the integration of these skills. The introduction of every skill in a lesson can be dependent upon the kind of authentic input being introduced for the series of tasks which eventually define task-based activities. Additionally, in some cases, when tasks are inputted by authentic materials from films, they necessitate viewing and listening providing fundamental notion that skills are integrated. Numerous researchers agree that FTBMs have the ability to demonstrate effective language skills instructions as they similarly stimulate numerous creative activities as Istanto (2009) discloses. Equally important, teachers' innovation in the contemporary age is essentially challenged in situating learners in their real-world environment (Jenkins, 2015 and Pysarchyk & Yamshynska, 2015). It is said that learning based on constructivist principles allows learners to tap into resources and acquire knowledge rather than passive recipients of instruction (Rüschoff, 2003). Many film-related materials need technology-facilitation to carry-out lessons. At this point, technological knowledge is needed by both teachers and students. Because instructional landscape is influenced by changing technology as Kress (2003) articulates, digital competence is relevant in instruction processes for teachers as well as in students' learning processes. As a result, digital competence has been perceived by early and current researches in linguistic, cultural and disciplinary contexts. Gallardo, Echenique, de Oliveira, Molias & Mon (2015) elaborate this type of contemporary competencies by claiming that they generate linguistic contents, cultural information and knowledge in all fields. Conforming to current educational transformations, FTBMs could be manipulated as a way of adapting with the trends.

In employing FTBMs, teachers do not have to deal too proximate into a complex state-of-the-art-technology nowadays in attaining learning objectives alongside instructional materials that are processed with technology. Pragmatically, they can engage innovatively with what learners' natural environment displays. It is how the materials familiar to students are manipulated in instructions gearing to educational goals that matters.

FTBMs as operationally used in this investigation are any authentic language teaching materials that are related to film requiring the aid of technology to manipulate

them in any of the following stages of applications: searching, selecting and evaluating materials; preparing the chosen materials as springboards, designing the tasks out of the materials and presenting the design tasks to students as stipulated in Figure 1.1. Furthermore, FTBMs are the ones that can be processed as pedagogical tools expounded in Figure 1.2 for language skills integration, for instance documentary, TV advertisements, film clips, documentary films, recorded interviews, film scripts, musical scoring, trailers, film biographies, behind the scenes clips, among others.

Educators' long years in the teaching service may not have acceptable ability and exposures in technological instructions when it comes to accessing and designing their tasks, but through the advent of technology by fast-changing times, they can systematically learn by immersing and engaging with the developments in order to effectively cope with the evolution of traditional methods into contemporary styles. FTBMs can serve as a framework for English language educators to be conformists of the 21st century learning styles (Kackir, 2006; Shyamlee, 2012 and Okojie, Olinzock, & Okojie-Boulder, 2010).

To innovative language educators, said inputs could be worthy in facilitating learning capable of integrating the four macro skills which are usually introduced by viewing skills. To be able to figure out relevant rudiments on employing FTBMs for skills integration, the following questions are expected to obtain feedback from respondents:

1) What is the overall perception of teachers towards the sustainability of FTBMs for language skills integration?
2) What are the most commonly utilized FTBMs in integrating language skills?
3) What is the observed significance of FTBMs in language skills integration?
4) How often do teachers manipulate FTBMs in integrative skills?
5) Do FTBMs demonstrate a positive connection between receptive and productive skills?
6) Can teachers easily design integrated skills' instruction, determine strategies and achieve objectives through FTBMs?
7) In what language teaching methods do teachers observed FTBMs' effectiveness when integrating skills?
8) How relevant are teachers' digital literacy in the selection, design of materials and presentation of integrated skills through FTBMs?
9) How relevant are students' digital literacy in using FTBMs to tackle tasks?
10) Can the employment of FTBMs for skills integration facilitate the use of digital taxonomy as part of lessons' targeted goals?
11) What are other instructional related-principles observed in using FTBMs aside from individual skills and skills integration?

3. Literature Review

3.1 Category of film and technology-based materials (FTBMs)

According to (Gebhard, 1996), authentic materials can be classified into three general groups. These categories are illustrated anchoring to the focus this paper-the FTBMs.

Table 1: Category of authentic materials for FTBMs

Authentic Listening-Viewing Materials	Authentic-Visual Materials	Authentic Printed Materials
TV commercials, quiz shows, cartoons, news clips, comedy shows, film series, soap operas, movie themes, documentaries, film biography, YouTube featured advertisements, trailers, music videos, clips, full length movies, musical scoring with scenes, Facebook videos, behind the scenes clips, etc.	short silent films, film credits, online film posters, online film still pictures,	film blogs, film advertisements online, movie scripts, film loglines, film synopses, film reviews online, film ratings online, film titles, film loglines online, Film commentaries from YouTube viewers

3.2 Selecting film and technology–based materials

Okojie, Olinzock & Okojie-Boulder (2010) relate that technology can be applied in instructions so long as it is necessary in given tasks. This connects to integrated language skills instruction where tasks are derived from FTBMs as authentic inputs. Rogers (1988) defines authentic material as suitable and worthy in terms of goals, objectives, learner needs and interest and genuine in terms of meaningful communication. Moreover, Richards (2001) provides criteria which every teacher can rely when using authentic material through the following questions? Do they provide favorable effects on the learners' interests? Do they deliver or relay cultural knowledge? Do they provide practice on learners to deal with real language? Do they connect thoroughly with the learners' needs? Do they sustain more innovative approach for teachers in carrying-out their instructions? To anchor Richards' criteria on choosing materials, (Berado, 2006)'s criteria will be the used as bases for the search and selection of authentic materials, with a few changes.

Table 2: Berado (2006)'s Selection of authentic materials

Appropriateness of content	Will the FTBMs offer attentiveness to the students? Are they applicable to students' needs? Do they signify inputs that students will deal in the real-world?
Employment of inputs	Can the inputs be utilized for instructive goals? For what goals should the inputs be used? What methods or techniques can be advanced by using the inputs?
Appropriateness of language	Do the inputs suit the levels of the students? Are the structures and fetaures of these materials appropriate to the comprehension levels of the learners? To what extents of vocabulary/grammar do the inputs have? Are these extents significant?
Appearance	Do the inputs look genuine? Are they eye-catching input? Will they stimulate learners' attention?

3.3 Viewing skill's relevance to language skills' integration

When we employ FTBMs that possess audio-visual properties, it is perceived that viewing as a skill is necessary. Many scholars' studies have pioneered this awareness and have been reinforcing its significance in language instructions. This ability is performed by basically focusing on important details and by perceptually consolidating it into comprehensible exemplifications and assimilating these representations (Mayer, 2001). (Gardner, 2006)'s multiple intelligences theory offers that a learner owns different potentials and inclinations to acquire knowledge such as visual learning believed to be dependent on the significance of viewing skills in language skills integration. Of similar importance, Woottipong (2014) relates that viewing develops listening skills when students attend to nonverbal communication and visual components from video, television, film, and multimedia demonstrations. Moreover, Guieb & Dela Cruz (2017) reveal that a great extent of learning nowadays has expanded to FTBMs such as theatrical trailers, demonstration clips or any forms of motion pictures. Utilization of viewing as an instructive technique is crucial since present learners are progressively focusing to digital presentations in contrast to traditional learners. In a research conducted by (Michas & Berry, 2000), it tested the bandaging performance of five groups of students who learned from text, drawings, text plus drawings, video film or still pictures. Of these five groups, the video and the text plus drawings, the experimental group performed significantly better than the others. This concept may reveal the power of video or audio visuals as effective springboard through the viewing skill. Viewing skills' relevance in language instruction is demonstrated when materials containing images provide clues to students' comprehension. Through constructed comprehensive guidelines, teachers can incorporate the skills such as both reading and writing tasks, which may inculcate multimodal passages similar to the integration of viewing visuals for listening before speaking or writing as Callow (2008) articulates. Besides, the (Association for Educational Communications and Technology, 2001) summarized four features of visual literacy from media literacy: visual literacy is a requirement for understanding of visual media; provides cognitive significances and exposes viewers to visual operation and enhances visual ability. With the growth of FTBMs today, these characteristics tend to lead the perception of viewing as an important linguistic reinforcement skill. To (Brinton, 2000), most language teachers agree that the use of visuals can augment language teaching due to the fact that they aid teachers in bringing the real-world into the classrooms, they transform learning as expressive and more stimulating. Considerably significant, Santas (2009) emphasizes that students show their experiences inside the class projecting the significance of moving or static images derived from mass media and the Internet. Canning-Wilson (2000) suggests that visuals can be used to increase the meaning of the message conveyed by the speakers brought abought by paralinguistic cues. Santas (2009) further states that visual aids tend to be assistive toolkits of a contemporary learning setting comparable to Mannan (2005) who cites that visuals, especially the current ones support educators to explain, institute, associate and organize precise perceptions;

understandings and appreciate and facilitate effective learning outcomes. These explain that visuals necessitate viewing in the pedagogical process. Moreover, films provide visual clues that facilitate comprehension and the visual presence of the speaker gives a more realistic exposure to how most listening situations occur outside the classroom (Ur, 199; Hedge, 2000).

The viewing skill's significance is being established by other academic writings of the 21st century. Lidawan (2014) asserts that contemporary situations provide innovative approaches that are substantial for students' motivating engagement such as constructed tasks from celluloids that exist in the YouTube. It is believed that they endow learning through springboards concomitant to visuals and sound components. With the nature of these manipulated materials, technology and multimedia forms are crucial instruments in facilitating learners' writing projects. In here, it is professed that they require listening-viewing prior to writing instructions. Correspondingly, Tafani (2009) perceives that viewing films is relevant in instructions since it increases their visual and critical knowledge. Film–viewing to her is an active learners' engagement rather than a passive learning process as Sherman (2003) upholds that the eye is more powerful than the ear. Marshall (2002) supports the theory that viewing is composed of two lively processes: continuing and strongly associated process of observing and understanding; a multifaceted, mental activity that advances and develops with young learners' growth; claims that can be validated by instructions. In a recent study conducted by (Xhemaili, 2013), it revealed that visual and textual details assisted students' reading comprehension development.

3.4 The need of technology in processing instructions on films

Gupta (2015) raises four steps for successful school improvement in the 21st century. To her technology has changed the approach in pedagogy and that we need to adapt to these reformations. Out of the four steps, two closely connect to the objectives of this paper. (1) School Infrastructure for Digital Age which explains that there should be a school furnished with available trending instructional technologies brought about by ICT under which teachers, students and administration have all the means to utilize and (2) Curriculum & Assessment for the 21st Century which elucidates that the learning program should be anchored and refurbished with digital knowledge for teacher- innovation in increasing students' thinking skills. At this point, it is clear that mass media forms such as the FTBMs require instructional technology manipulation. In addition, Okojie, Olinzock & Okojie-Boulder (2010) impart that technology can be applied in instructions provided it is necessary in a given task. Still, Saxena (2013) suggests that the current 21st century classroom is a prolific setting where learners can enhance their skills with the aid of teachers to enable the learning process. The significant knowledge which the modern learners will develop out of technology is the order thinking skills, communication skills and collaboration which will soon be significant in their workplace. To be able to realize goals of teaching in the 21st century, teachers are expected to act as facilitators and learners by adapting to technological tools. Said awareness can be acquired through professional development, Saxena (2013)

unveils. As Earlier discovered, technology and teacher motivation have positive effects on student motivation (Atkinson, 2000). Continuously emerging contemporary technologies are perceived to have been highly changing learning environment. At this point, educators have to address these transformations through their classroom instructions. It further boils down to the perception of (Rüschoff, 2003) that declares new technologies require a retooling of instructions comparable to what Kackir (2006) expresses on the complexity of language learning. He continues that the difficulty of teaching the language enable teachers' proximity to technology as modern-day tools for instructions because currently, students have been influenced by varied digital experiences incomparable to their teachers (Jukes, 2008). Learners now are known as Digital natives who could be engaged well-enough to technology-infused activities because of their prior acquaintance with technology (Prensky, 2001). In a more digital world, online teaching tools are better for a student's memory (Miller, 2009). Online tools that promote content creation among students such as videos, audio podcasts and web pages are more effective strategies than traditional methods (Miller, 2009). Technology employed in schools has had mixed results. Technology integration must have a purpose in order for it to be beneficial for producing positive results (Cramer & Smith, 2002). To add, Shyamlee (2012) discloses that it is probable that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. This means that systematically, teachers are exposed to digital literacy.

Shyamlee (2012) additionally relates that the new era assigns new challenges and duties on contemporary mentors. The tradition of English teaching has been significantly changed with the extraordinary advent of technology. In here, technology offers varied choices in creating instructions. In a similar observation, Hatlevik & Christophersen (2013) proclaims that digital technologies are now evidently manifesting a daily part of teachers' job. Teachers are made to reconsider these factors by using evolving technologies in their classrooms. Teachers therefore cannot just opt for any material in delivering their lessons; they need to get involve into well-designed tasks from potential materials that are processed by instructional tools with well-equipped feasibility in instructions (Lidawan & Gabayno, 2018) similar to how FTBMs in skills integration are processed. This is conceivable because when educators are highly accommodating in acquiring more awareness of new ideas for pedagogical advancement, they would eventually possess the growth mindset which learners critically need. Educators who are open to the emergence of new knowledge unto themselves unlock doors to marvelous opportunities for learners such as the acquisition of knowledge regarding technology. Significantly, with the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age (Pun, 2013). Moreover, Patel (2013) argues that with the fast changing science and technology, the advent of multimedia technology and its utilization to teaching, containing audio, visual, animation effects are introduced which define changes in the

21st century manifesting multimedia technologies' importance in the advancement of English communication programs among educational institutions.

3.5 Individual language skills supported by FTBMs

Even when we target individual skills for segregated skills instructions, we equally need the aid of other skills to operate the target skills especially if we manipulate FTBMs. To prioritize each skill and at the same time observe the interweaving of skills in every specific skill target, the reviews that follow demonstrate the concept.

3.5.1 Listening

Zhang (2012) asserts that listening ability enlarge students' vocabulary relative to Ismaili (2013) who shares that integrative tasks constructed from films can enhance students' listening aside from speaking skills. Woottipong (2014) asserted that in order to develop listening skills, effective material used in English as a Foreign Language (EFL) classes is a crucial aspect of the teaching method. With the use of technology such as video, it offers instructors a wide variety of resources to improve students' listening comprehension. The result of her study showed that teaching listening through authentic video materials enhances learners' listening ability due to the combination of visual images and sound which stimulate students' perceptions. Hanley, Herron & Cole (1995), Herron & Hanley (1992) revealed that classes that used video-based instruction scored considerably higher in overall listening comprehension in contrast to the classes which used traditional text-based approaches with no accompanying video. Tantamount to Raman (2016) who claims that several studies have shown that added visual supports provided by films aid listening comprehension. Relevantly related, Cıngıllıoğlu, Cıngıllıoğlu & Cansız (2016) uphold that longer implementation of films in class could improve students' listening skills which relates to Lynch (2010) who perceives that subtitles of movies can augment vocabulary and listening comprehension. Similar to Stewart (2006) who affirms that vocabulary and listening-comprehension among other skills are enabled through viewing films attributed by the presence of subtitles and the presence of dialogue and other sound cues found below the frame when scenes occur. Earlier, Flowerdew & Miller (2005) express that listening is the major skill among other skills on the utilization of FTBMs whether they contain subtitles or not.

3.5.2 Speaking

Altman (1989) offers us that operation of FTBMs enhances learners' speaking aside from auditory abilities relating to (Robin, 2008)'s declaration that digital storytelling permits learners' creative speaking ability after they have listened or viewed inputs from FTBMs. Matsumoto & O'Donnell (2008) declares that FTBMs provide learners the opportunity to orally produce narratives by speaking. As a rejoinder, they emphasized that if the levels of materials are well-demonstrated carefully, speaking skills could be developed. Zhang (2012) continues to assert that FTBMs aid learners' speaking tasks. Comparable to Xhemaili (2013)'s assertion that students' speaking skill is stimulated as

they participate in group discussions through FTBMs' well- designed tasks as confirmed by Raman (2016) who articulates that apart from motivation, students' intonation patterns and stress are being honed by the film as a model reflecting a way of enhancing their speaking skills. Instructional practices on FTBMs reveal that graphic organizers constructed for knowledge acquisition can facilitate speaking engagement. Students are made to share comprehension aided by how they have organized their thoughts while incorporating the target language which the lesson projected to activate. This type of speaking strategy could be more creative when varied settings (mode) are made such as paired and cooperative.

3.5.3 Reading

Omaggio (1997) enunciated that learners who watched the film with accompanying text showed an increase of reading comprehension than their counterparts who received only the text as corroborated by Lomicka (1998) who imparts that films are operative aids for general reading comprehension. In similar point, Stewart (2006) relates that reading speed can be enhanced by the used of films' subtitles as agreed by Lynch (2010)who emphasized that films' subtitles support vocabulary development to facilitate reading comprehension. In like manner, Ismaili (2013) advises that language educators tend to elevate students' interests and enhanced reading activities through catalyzing films in skills integration. Furthermore, Raman (2016) unveils that reading passages' schema and vocabulary are familiarized when films are employed in instructions since knowing texts' representations reinforces reading comprehensions. In connection to that concept, this paper presented a model example on a narrative transcription from a film. This passage may be further comprehended when the real scene which this text has been lifted is offered to students prior to viewing.

3.5.4 Writing

Many researchers claim that writing can be developed out of FTBMs by viewing and listening skills. One of the measures to motivate learners for writing skill's application with the use of film elements is thematic brainstorming; vocabulary are familiarized as well as ideas are organized which prepare learners to write (Masiello,1985). Additionally, Jeremiah (1987) proposed teaching models out of live television news and documentaries for writing. He believes that the structure of FTBMs reflect the practice of essay composition. In similar fashion, Boyd & Robitaille (1987) proposed another method of writing using advertising images that similarly uses motion pictures and TV sequences to aid in enhancing critical thinking as the writing procedures progress. Soap opera according to (Moss, 1987) could be a medium for corrective writing through the use of recorded material which facilitates learners to identify the parts needed in writing narratives. Kortner (1988) explores that many writers who advocate films as instructional materials can target and motivate writing abilities of learners. As corroborated, Stewart (2006) unveils that films are accessible almost anywhere due to the advent of Internet which can be the bases for writing assignments that connect to diverse film resources. When materials are appropriate and well-demonstrated in class,

the writing skills of students are facilitated (Matsumoto & O'Donnell (2008). One classroom practice that can be attributed to the principles cited is using FTBMs for outlining ideas before students are made to write. In a film biography taken from the YouTube, guided questions to outline sequenced events can be introduced. As an initial output, students are able to construct a timeline. Upon confirming appropriate timeline as facilitated by the teacher, students are now ready to write. This can be a simple style for beginning writers who do not have enough background of what to inscribe. Aside from developing the reading skill, language can be infused.

3.5.5 Integrated Skills Supported FTBMs

There are other studies that do not only focus in one skill, but instead, they focused on two or more as they naturally occur based from aimed objectives. Burt (1999) explains that FTMBs such as videos are powerful tools in helping English language learners improve their language skills. Oxford (2001) advises that teachers who integrate language skills should consider taking some steps. Learn some methods on how to integrate skills integration such as content-based and task-based, among other approaches to be reflected and evaluated based from how they are to be incorporated. Choose instructional materials that promote skills integration as well as some associated abilities such as syntax and vocabulary. Regardless of the lesson, it is still possible to integrate other skills depending on the tasks. Matsumoto & O'Donnell (2008) stress that lessons can utilize the four basic language skills while including social and cultural values in the settings. A viewing activity from films could facilitate integrated skills (Chan and Herrero, 2010) tantamount to Sweeting (2010) who argues that films are valuable tools for language work and skills development. Moreover, Xhemaili (2013) related that students are immersed in real-life activities by manipulating their macro skills interactively. In a study conducted by the author, students of the experimental group scored much better in contrast to the controlled group. This boils down to the idea that students' largely benefit from films through the development of their four language skills. Lialikhova (2014), Lidawan (2014) & Khan (2015) disclose that films can generate variety of language classroom tasks through different approaches for language skills' integration. To (Kabooha, 2016), motion pictures have the potentials in positively shaping learners' language skills. Raman (2016) expresses that when students used film in learning, they are involved in a meaningful tasks which do not limit the use of integrated skills. Tuncay (2014) corroborates that the films they have been shown should have corresponding varied activities integrating the language skills for engagement as Papadopoulou (2016) agrees by revealing that films tend to produce many different language activities that assimilate the macro skills. Finally, another relevant element of film that has the potential to trigger learners' macro skills is the film loglines. This can interweave language skills such as reading, writing and speaking. It may be a very brief passage from film posters online or in print, but can prompt creative concepts of teachers in designing tasks (Lidawan, 2017). FTBMs are from real-life situations that require an innovative approach when they are used. In here, we can design language activities to integrate vocabulary, grammar and the macro skills such

as reading, writing and speaking activities to support integrated language instructions. However, they should not dictate the teacher on what to teach, but are to be manipulated to derive appropriate classroom approaches.

3.5.6 Other viewpoints from FTBMs

As summarized, the claims below are other potentials which FTBMs can contribute in language teaching. In some instances, while they are used for skills' involvement, they have the possibility to derive some principles connected to language teaching.

Research claims Film & Technology-Based Materials can …..	Proponents
favorably influence fruition of students' vocabulary	Papadopoulou, 2016; Chai & Erlam, 2008; Xhemaili, 2013; Kabooha, 2016; Kvitnes, 2013; Lertola, 2012; King, 2002; Iscan, 2017; Lomicka, 1998; Cıngıllıoğlu, Cıngıllıoğlu & Cansız, 2016; Lialikhova, 2014; Altman, 1989
stimulate interests and motivation of learners	Xhemaili, 2013; Tuncay, 2014; Raman, 2016; Donghy, 2014; Lialikhova, 2014; Waters, 2015; Mei-ling, 2007; Rokni & Ataee, 2014; Safranja & Obradovica, 2014; Ismaili, 2013
be used to manipulate rules and patterns of words and phrases for interactive communication	Xhemaili, 2013; Kabooha, 2016; Kvitnes, 2013; Davidson, Cathy & Goldberg, David, 2009; Tuncay, 2014; Sweeting,2010; Altman, 1989; Wang, 2009
influence students' perception of the language and aid teachers' techniques	Davidson & Goldberg, 2009; Erbaggio & Pierluigi, 2012; Wright, 1976; Tuncay, 2014; Waters, 2015
evidently contribute to understanding of cultures through the language	River, 1981; Tuncay, 2014; Zhang, 2012; Wang, 2009; Safranja & Obradovica, 2014
enhance students' analytical skills	De. Haro, 2013; Lidawan,2016; Churches , 2008
pave the enrichment of curriculum designs	Raman, 201; Papadopoulou, 2016; Lialikhova, 2014; Tuncay, 2014;
allow understanding on what occurs through non-verbal signals	Ruusunen, 2011; Altman, 1989; Papadopoulou, 2016; Donghy, 2014
can employ task-based and content-based teaching strategies and communicative teaching	Chapple & Curtis, 2000; Lialikhova, 2014
expose learners and teachers with real-life texts	Sweeting, 2010; Altman, 1989; Papadopoulou, 2016; Donghy, 2014; Khan, 2015
aid in digital media awareness	Lialikhova, 2014; Lidawan, 2014; Lidawan & Gabayno, 2018; Lidawan & Chua,2018

3.5.7 Several specific advocacies of language teachers on the employment FTBMs

The employments of movie scenes or segments are important (Ferlazzo, 2012) due to the classroom techniques employed by the researcher such as alternating viewing by pairs. On film script, Sweeting (2009) advocates employment of FTBMs through manipulating a script scene that dominantly depicts themes, such as sarcasm, hostility, indifferences, among others. On film posters, Miller (2011) relates that posters can be manipulated on language teaching such as genres and narrative enigmas. On film's

musical scoring, Williams (1999) declares that teaching music from films associating literature can be ideal springboards for the enhancement of language skills. On subtitles, Rokni & Ataee (2014)'s study on Iranian EFL showed that the experimental group manifested high level of development in speaking skills due to their exposure to subtitles. This research according to the writer is interlinked with the findings of (Mei-ling; 2007) which suggested that English films indicate a positive role in motivating students' listening and speaking. Furthermore, in conjunction to that common outcome, (Rokni & Ataee, 2014)'s research alluded to the studies of (Garza, 1991; Koolstra & Beentjes, 1999, Bird & Williams, 2002) who promoted the role of subtitles in films in facilitating a high level of students' comprehension. Furthermore, (Safranja & Obradovica, 2014) completed a study capitalizing on a movie with subtitles and one without subtitles for the enhancement of listening comprehension and at the same time to gage their perceptions regarding the instructional material. Said investigation indicated that learners' listening abilities are heightened while the students absorbed varied vocabulary. Additionally, students gained broad understanding about the culture presented in the film.

3.5.8 Frameworks of instructions involving FTBMs
There are two frameworks constructed. One is for general instructions and the other is for skills integration.

Framework 1: Innovative processes of developing FTBMs for general language instructions
There are four significantly proposed procedures to be observed for the probability of practical, but effective digital instructions on FTBMs. Primarily, teachers are made to procure authentic materials for interactive engagement directed by the basic authentic instructional material guide. The teacher may choose any FTBMs. Using the types of authentic materials that require the involvement of basic technological knowledge since most of these materials are to be extracted from films to be prepared technologically. After choosing an appropriate material, the preferred springboard will be subjected under basic technological skills' preparation with the aid of multi-media devices. Thirdly, the teacher is going to design interactive tasks structured through the components of (Nunan, 2004)'s tasks designs. Finally, the teacher procures technological instruction system that may facilitate lessons into efficacious presentations. The framework 1 (Figure 1-1) below is made out of stages to be performed involving instructional FTBMs.
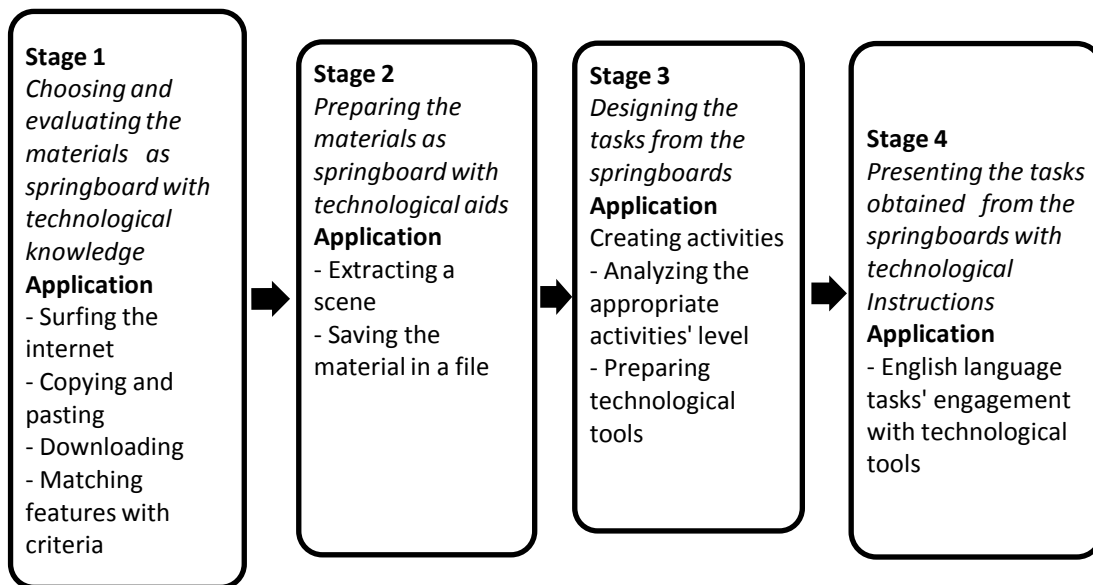
Stage 1
Choosing and evaluating the materials as springboard with technological knowledge
Application
- Surfing the internet
- Copying and pasting
- Downloading
- Matching features with criteria

Stage 2
Preparing the materials as springboard with technological aids
Application
- Extracting a scene
- Saving the material in a file

Stage 3
Designing the tasks from the springboards
Application
Creating activities
- Analyzing the appropriate activities' level
- Preparing technological tools

Stage 4
Presenting the tasks obtained from the springboards with technological Instructions
Application
- English language tasks' engagement with technological tools

Figure 1.1: Innovative stages of developing FTBMs for general instruction

Framework 2: Innovative processes of developing FTBMs for skills integration

Framework 2 as seen in figure 1.2 utilizes 3 relevant steps. The first is selection of materials. In choosing materials, the teacher is guided by the elements of authenticity. When the depth of how potential the material is analyzed, the teacher refines it the best possible way through subjecting it through technology or multimedia tools. The teacher may download/ edit some scenes to synchronize the needs of learners. The second step to be undertaken is to start designing the tasks. In here, Hutchinson & Waters, (1987) materials design model and (Nunan, 2004)'s tasks components principles of material development are needed. Some tasks may require the aid of technology when designing the tasks, for instance, a scene may be interesting to stimulate the inference of students before other activities, it would be best if one captures a clip by ripping that particular scene then saving it as a file. Doing this would mean the need of digital knowledge. The third step is the tasks presentation. When tasks are to be served, the teacher requires some methods such as a content based or task based or communicative task based. Moreover, in tasks' presentation, the teacher needs technological knowledge on how to present the lessons to be accomplished by the students. The file that has been saved are to be manipulated by technological forms in the classroom such as computers and projectors other applications that are found in the computer to manage other tools. The Output/s targeted by tasks designs should be appropriate based from specific objectives to indicate the level of students' performance. In the attainment of objectives, principles currently sanctioned are applied such as Bloom's Taxonomy, Revised Taxonomy, Anderson et al's Revised Bloom's Taxonomy and Churches' Digital Taxonomy. Stages 1, 2 and 3 require technological knowledge.
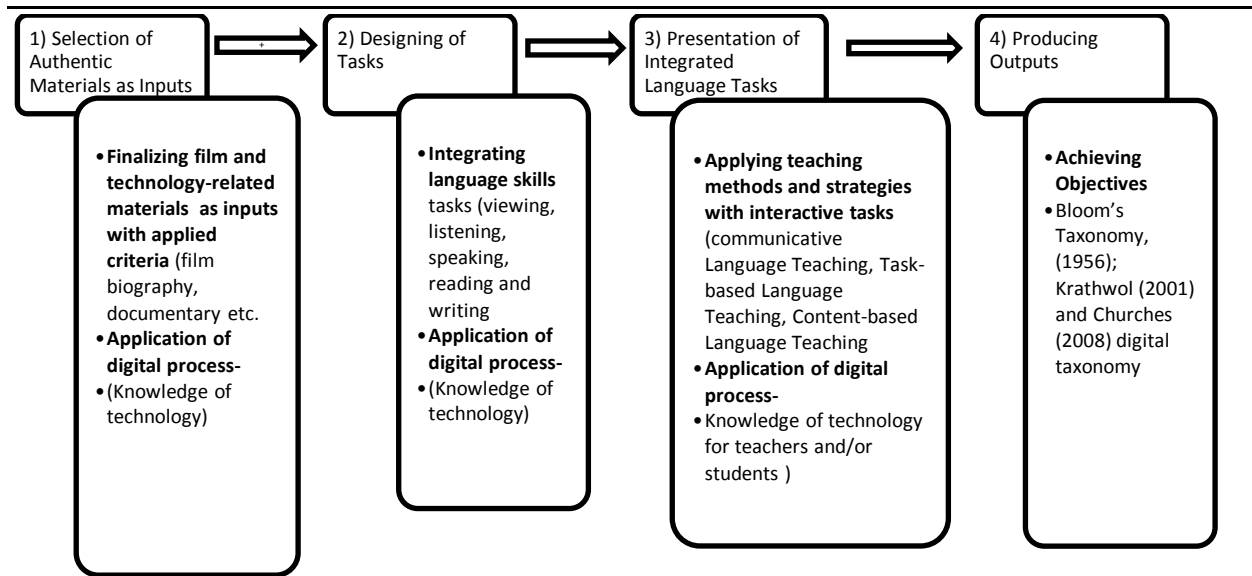
1) Selection of Authentic Materials as Inputs	2) Designing of Tasks	3) Presentation of Integrated Language Tasks	4) Producing Outputs
• **Finalizing film and technology-related materials as inputs with applied criteria** (film biography, documentary etc. • **Application of digital process-** • (Knowledge of technology)	• **Integrating language skills** tasks (viewing, listening, speaking, reading and writing • **Application of digital process-** • (Knowledge of technology)	• **Applying teaching methods and strategies with interactive tasks** (communicative Language Teaching, Task-based Language Teaching, Content-based Language Teaching • **Application of digital process-** • Knowledge of technology for teachers and/or students)	• **Achieving Objectives** • Bloom's Taxonomy, (1956); Krathwol (2001) and Churches (2008) digital taxonomy

Figure 1-2: FTBMs' processes as a pedagogical material for skills integration

3.5.9 The connections of other language teaching methods

Some methods of teaching such as Task-Based Language Teaching (TLBT) can be applied by teachers in teaching the activities that are designed from FTBMs. Since the approach seeks integrative skills for the materials, application of TLBT utilizes Nunan's task design components. Nunan (2004) developed and identifies 6 task components: goals, teacher role, input, learner role, activities and settings where materials can be integrated in. To have a clearer view the diagram, below illustrates the components' relationship how the materials are going to manifest instructions in Figure 1.3 known as Development of Instructional Materials Design Model (Hutchinson & Waters, 1987).
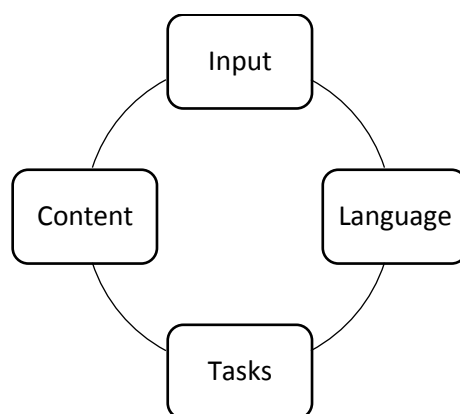
```
            ┌─────────┐
            │  Input  │
            └─────────┘
   ┌─────────┐      ┌──────────┐
   │ Content │      │ Language │
   └─────────┘      └──────────┘
            ┌─────────┐
            │  Tasks  │
            └─────────┘
```

Figure 1.3: Materials Design Model (Hutchinson & Waters, 1987)

To be specific, among the four components of Materials Design Model (Hutchinson & Waters, 1987), Nunan (2005) describes a task as a portion of classroom engagement that stirs learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on organizing their grammatical knowledge in order to express meaning; their purpose is to transfer meaning rather than the form. Every task should be completely independent and should be interactive by nature to achieve the essence of competence. (Nunan, 2005)'s

definition emphasizes pedagogical tasks' involvement in communicative language use. He views tasks as being different from grammatical exercises because a task involves achieved outcome. In relation to figure 1.3, below is figure 1.4 used in establishing a clearer view of six task components that are manipulated in designing materials for integrating skills as shown by the frameworks' applied models of this paper.
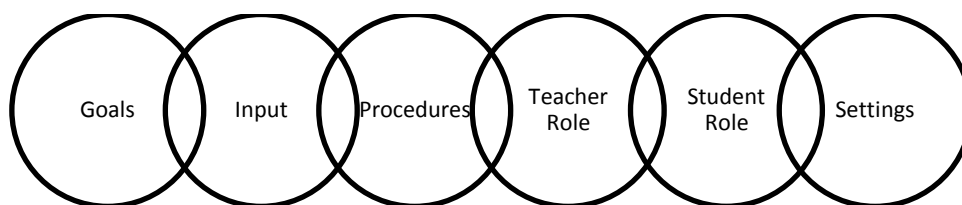
Figure 1.4: Task Components

To explicate six components pragmatically, goals means the broad goals behind any learning tasks that are communicatively engaged with by the learners Nunan (2004). They anchor to the employment of language through the skills being manipulated out of the activities. The input comprises the springboards which the learners used in completing the tasks whether verbal, written or visual. In this paper, FTBMs are the inputs. Procedures stipulate what learners essentially do with the input based on the learning focus or language skills that are necessary in attaining the goals involving communicative interactions. The teacher's role represents teachers' responsibilities performed in the procedures alongside students' engagement. The teacher could participate and facilitate, observe and similarly learn. Learner's role refers to the anticipated responsibilities of the students in performing the activities and finally, the setting is the classroom preparation that may exhibit the mode and environment of learners whether they are individually learning or in pairs or in group with in a specific place such as the classroom.

3.5.10 Related Language teaching methods in integrating skills Through FTBMs
Basically, there are two types of language instructions that integrated skills could be applied: Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT). CBLT highlights knowledge of the content through the English language being learned. Additionally, CBLT is the performance of tasks that necessitates manipulation of communicative language. We can include Communicative Language Teaching (CLT) merged to TLBT to form Communicative Task-Based Language Teaching (CTBLT) for skills integration. In connection to the use of FTBMs in language learning, these three methods can be applied.

A. Task-Based Language Teaching (TBLT)
The concept of (Nunan, 2004) on Task-based Language Teaching (TBLT) is to primarily facilitate students to explore the language orally or in written form with the use of activities out of authentic materials, they can engage with. The language will be explored functionally and practically for real situations. The students' prior knowledge

are triggered to perform fully the given. It fundamentally stirs learners' normal interests to enhance their language abilities through completing purposive tasks. This approach's rudiments include scaffolding, learning strategy, reflection, reproduction to creation, active learning, integration of form and function, task dependency and recycling which are highly applicable in using FTBMs in skills integration.

B. Content-based language instructions
Learning the content where the activities are based manipulates the use of the language. Richards & Rodgers (2001) divulge that this methodology to L2 acquisition cultivates academic and language skills while dealing with the content. FTBMs' utilization in content-based language instructions is realized for instance film credits. Terms from film-making industry are learned while the skills corresponding to tasks that are interwoven. In relation to the manipulation of these materials, Bilash (2009) declares that we can learn the language and content by assimilating receptive and productive skills through tasks and projects that require collaborative learning principles involving schema-building of thoughts. Moreover, CBI correspondingly sustains concession of meanings through the form and content (Lightbown & Spada, 1993). In similar fashion, Lightbown & Spada (1993), Met (1991) & Wells (1994) assert that CBI as an approach can simplify varied forms of thinking skills through contents while language skills are incorporated through appropriately designed tasks. Furthermore, Curtain (1994) & Met (1991) divulge that CBI assists language learning as it inspires previous understanding of contents realizing the skills that they are going to employ in the real world.

C. Communicative Task-Based Language Teaching
The features of CLT can be found in a more specific communicative approach to L2 instruction such as Task-Based Instruction which may merge both methods as Communicative Task-Based Language Teaching (CTBLT). In here, the formulated tasks interactively engage the students as they learn the language. To (Sidek 2012; Donato, 2000 & Skehan, 1998), CTBLT constitutes the cooperative construction of meanings. Linking this principle to skills integration, the tasks derived from FTBMs can generate activities that are communicatively manipulated while skills are intertwined in producing meaningful outputs that reflect the application of real contexts.

3.5.11 Related-theories in integrating skills through FTBMs
It is essential to note the intervention of theories that are crucial in the execution of this concept. Though these theories are not exhaustively explained, they form the convergence of principles that make FTBMs' strategy acceptable in English language instructions.

A. Motivation Theory
Motivation is the predisposition and objective to be involved or performed on something whether it is intrinsic or extrinsic (Brown, 1994) as supported by (Xhemaili, 2013; Tuncay, 2014; Raman, 2016; Donghy, 2014; Lialikhova, 2014; Waters, 2015; Mei-ling, 2007; Rokni & Ataee, 2014; Safranja & Obradovica, 2014 & Ismaili, 2013) in terms of

employing FTBMs that may cater to either of the kinds of motivation. It is said that we can motivate learners through ongoing encouragement, course clarity, meaningful materials, and learner engagement. The FTBMs possibly meaningful materials depending on how they are manipulated motivate learners. Aligned with FTBMs' features, they can encourage motivation among learners such as activities that are related with the achievement of goals, their activities can relate to real-world situations (Marsh, 1996 & Harmer, 1988) coupled with reasons, use authentic examples, timely resources and genuine information that uphold interests and realism, the materials can be used in varied forms to teach for instance: text, audio or video and materials can be designed exclusively to meet the learners' needs as Parisi (2016) supports that films can be advantageous to learning exposures when they are attached to real-life input for the purposes of increasing cultural knowledge and language awareness such as skills integration introduced by learners' motivation.

B. Howard Gardner's theory of multiple intelligences

Skills integration using the FTBMs can facilitate the use of multiple intelligences. Gardner (1983) has identified eight different types of intelligences that each individual has. The idea of multiple intelligences is important because it allows educators to identify varied strengths and weaknesses from students. The researcher shares eight intelligences supported by possible activities involve in FTBMs with cited examples that integrate skills to align with the main concept of this paper.

The learners' view and listen to a moving picture with visual cues and elucidate ideas through drawing (Visual/Spatial). Students write a film script or reconstruct what they understood through appropriate language (Verbal/Linguistic). Movie trailer is used to create sequence of events that are jumbled in the movie preview or allowing the students to make a timeline of events when presenting a historical drama or documentary (Logical/Mathematical). Students can perform simulation or drama as a follow-up activity of a scene or recreate similar themes through presentation or video recording who themselves are the actors. This project involves writing and speaking (Bodily/Kinesthetic). The students can be engaged in thematic interpretations through musical scoring's tones or compose lyrics from an originally played musical piece (Musical). Students are engaged with groups like assigning of roles during simulations. Their interactions among others while dealing with the activities add (Interpersonal). Students are tasked to express individually what they feel as the musical scoring is played (Intrapersonal). Involving students to infer on the symbolisms regarding human lives brought about by the settings such as spring, autumn, spring or summer (Naturalist).

C. Experiential Learning

In here, teachers' roles are interchanged with the roles of students. We can additionally integrate Experiential Learning for English language in the involvement of task from FTMBs while integrating skills occur. According to Kolb (1984) there are four stages - cycle of learning that explains how experience is converted as an effective basis for learning which are doing, observing, thinking and planning occurring in a cycle. Kolb

identified these four learning styles as assimilators, convergers, accommodators and divergers.

D. Cognitive Theory of Multimedia Learning

Mayer' (2001) research into multimedia culminated in a number principles which can be observed by teachers in the features of cinematic productions in designing tasks for language learning. This is applicable to teachers' selection, design, presentation of tasks in FTBMs. The principles are operationally highlighted alongside contexts of applications.

Multimedia Principle states that students can learn better from words and pictures than from words alone. *Contexts*: employment of a film with dubbed subtitles. Spatial Contiguity Principle may refer to students can learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen. *Contexts*: presenting music video corresponding to scene/s and lyrics. Temporal Contiguity Principle is learning better when corresponding words and pictures are presented simultaneously rather than successively. *Contexts*: Film poster with loglines can suffice this principle. Coherence Principle is learning better when extraneous words, pictures, and sounds are excluded rather than included. *Contexts*: The teacher as a designer edits a clip and converts it as a silent film is possible or may just retain dialogues. Modality Principle reveals that students tend to study better from animation and narration than from animation and on-screen text. *Contexts*: Some animated movies have narrators as events happen instead of subtitles. Redundancy Principle states that students learn better from animation and narration than from animation, narration, and on-screen text. *Contexts*: One way of presenting a film gist is a live dramatic presentation that is narrated rather than visually presented with narration and texts onscreen. An online film script is presented for students for them to create narratives while acting out can be relevant. Individual Differences Principles refers to design effects are stronger for low-knowledge learners than for high-knowledge learners and for high spatial learners rather than from low spatial learners. *Contexts*: Selection of materials containing audio-visual effects can aid slow-learners' comprehension.

4. Methodology

4.1 Data Collection Instrument

A survey was formulated and evaluated by pools of expert teachers teaching different levels. The questionnaire was sent for three months via 262 Facebook accounts of prospective respondents who were earlier identified as English teachers in Baguio city, Cordillera Administrative Region (CAR), Northern Philippines at random. 130 respondents were selected from 262 respondents through another random selection. Some survey questions correspond to specific Likert Scales of different descriptive values, but with similar numerical values ranging from 1-5 were assigned among the 10 questions where the central tendency and interpretations are dependent on fundamental statistics: mean, mode and percentage computation are applied to be able to apply descriptive analysis to the group data to highlight the significance of this

paper. To make this investigation more viable, underpinnings were corroborated by researches based from the provided answers of the respondents as well as by literature reviews.

4.2 Data Interpretations

Table 1: Levels currently being taught

Values	Frequency	Percentages	Relative frequency	Cumulative frequency
Teachers from the k to 6	38	29.23	38/130=0.292	0.292
Teachers from grade 7-12	45	34.61	45/130=0.346	0.638
Teachers from university levels	47	36.15	47/130=0.361	0.999
	130 respondents	99.9 %	Total 0.999	0.999

It is a rule that when the last entry of every cumulative relative frequency column is nearly one (1) despite of its deficiency similar to the table, the table still indicates that one hundred percent of the data has been accounted as the relative frequency and cumulative frequency reveal. From 130 teachers, 29.23 % teaches grade 1- 6 and 4-34.61 % teaches grades 7-12. For higher education, 36.15 % of = 99.93. It is observed that most of the respondents are from higher education.

Table 2: Years of teaching Experience in English

Data Value Intervals	Frequency	Percentages	Relative frequency	Cumulative frequency
1-3	7	5.38	7/130=0.05	0.05
4-6	18	13.84	18/130=0.13	0.18
7-10	48	36.92	48/130=0.36	0.54
11- and above	57	43.84	57/130=0.43	0.97
	Total samples 130	99.9 %	Total 0. 97	97

Table 2's sum of cumulative relative frequency is nearly one (1) indicating that one hundred percent of the data has been accumulated. The data value with interval is group intervals. It is assumed that the highest percentage of respondents originates from 11 and above value intervals which means that most of the teachers have longer length of experience specifically teaching 11 years now. 43.84% have incurred 11 and above, currently.

Table 3: Educational attainment

Educational Attainment	Frequency	Percentage	Relative frequency	Cumulative frequency
BA/ BS degree With Masters in English language teaching units earned	25	19.23	25/130=0.192	0.192
Masters in English	49	37.69	49/130=0.376	0.568
PhD in English	44	33.84	44/130 =0. 338	0.906
E.D. in Education of different fields	12	9.23	12/130 = 0.092	0.998
	Total 130	99.9 %	1	1

The table 3's last entry under the cumulative relative frequency column is one, indicating that one hundred percent of the data has been accumulated to be able to determine the respondents' educational attainment. Most of the respondents have taken Master's degree in English language teaching as demonstrated by37.69 %.

4.2.1 Combined inputs from respondents
a. Most commonly used inputs utilized by current teachers of Baguio City in language skills and integrative skills instructions over the past two years

Table 4 outlines the 50 materials emanating from the responses of 130 respondents. These materials combine NFTBMs and FTBMs with corresponding frequencies.

Table 4: Combined NFTBMs and FTBMs (part 1)

Items	Input	Unranked frequency	Ranked & sorted frequency		Specified materials ranked
1	Biographical film	45	60	1	Cut pictures
2	Product specification	11	51	2	Reviews
3	Film clips	12	48	3	Film credits
4	Public announcement	9	45	4	Biographical film
5	Live interviews	45	45	4	Live interviews
6	Film trailers	12	45	4	Animation
7	Sports news TV	28	45	4	Film scripts online
8	Receipt/invoice	7	45	4	Filmed Interviews
9	Animation	45	45	4	Food's nutritional value
10	Film synopsis online	20	45	4	Film posters from the internet
11	Film showing schedules	11	45	4	Silent short films
12	Musical scoring	19	45	4	Adverts in film
13	Globe /maps/location	24	42	5	Film Blogs
14	Film scripts online	45	40	6	Facebook videos
15	Editorial cartoons	22	32	3	Film reviews in magazines
16	Magazine cover	13	28	8	Sports news TV
17	Filmed Interviews	45	26	9	Live reports from TV
18	Reviews	51	24	10	Globe /maps/location
19	Cut pictures	60	23	11	Flight schedule
20	Movie themes	12	22	12	Editorial cartoons
21	Sale leaflets	17	21	13	Calendar
22	Calendar	21	20	14	Film synopsis online
23	Letters	11	19	15	Plane tickets

Table 4: Combined NFTBMs and FTBMs (part 2)

Items	Inputs	Unranked Frequency	Ranked & Sorted frequency		Specified Materials Ranked
24	Documentary films	12	19	15	Musical scoring
25	Product brochures	11	17	16	Sale leaflets
26	Music video	12	17	16	Editorial
27	Product labels	12	16	17	Price tags
28	Food's Nutritional value	45	15	18	Menu
29	Internet Film posters	45	14	19	Instructional manual
30	Celebrity profile	13	13	20	Celebrity profile
31	Bank deposit/withdrawal forms	12	13	21	Magazine cover
32	Instructional manual	14	12	22	Film clips
33	Film reviews in magazines	32	12	22	Film trailers
34	Film credits	48	12	22	Bank deposit/withdrawal forms
35	Film setting	12	12	22	Film setting
36	Price tags	16	12	22	Documentary films
37	Film bloopers	12	12	22	Film bloopers
38	Editorial	17	12	22	Music video
39	Live reports from TV	26	12	22	Product labels
40	Adverts in film	45	12	22	Movie themes
41	Flight schedule	23	12	22	YouTube
42	Menu	15	12	22	Book cover
43	Plane tickets	19	11	23	Journals 11
44	Silent short films	45	11	23	Product brochures
45	Journals	11	11	23	Letters 11
46	Emails	10	11	23	Product specification
47	Film Blogs	42	11	23	Film showing schedules
48	Facebook videos	40	10	24	Emailed clips
49	YouTube	12	9	25	Public Announcement
50	Book cover	12	7	26	Receipt/invoice 7

4.2.2 Combining Non-FTBMs and FTBMs to locate the central tendency of responses locating the mode

The table shows that materials from the survey could be categorized into FTBMs and non-film and technology-based materials (NFTBMs). *Table 1* provides the overall data. The first column tells that there are 50 materials that are disclosed by the 150 respondents ranging from biographical film to book cover. The third column of the table indicates the frequencies of materials cited. The fourth column contains the frequencies that were sorted out from the highest to the lowest for the purpose of locating the modal value. Before locating the modal value, the sequenced frequencies from the fourth column are further ranked for the purpose of identifying what numbers occurred most. From the materials ranked prior to locating the Mode, the sequence is generated from the highest frequencies to the lowest.

When combining NTFBMs and FTBMs, the following ranking is generated*:* cut pictures, reviews, film credits, biographical film, live interviews, animation, film scripts

online, filmed interviews, food's nutritional value, film posters from the internet silent short films adverts, film blogs, Facebook videos, film reviews in magazines, sports news TV live reports from TV, globe /maps/location, flight schedule, editorial cartoons, calendar, film synopsis online plane tickets, musical scoring, sale leaflets, editorial, price tags, menu, instructional manual, celebrity profile, magazine cover, film clips, film trailers bank deposit/withdrawal forms, film setting, documentary films, film bloopers, music video, product labels, movie themes, YouTube book cover, journals, product brochures, letters, product specification, film showing schedules emailed clips, public announcement and receipt/invoice. These were subjected in finding the modal values.

From this sorted frequencies of combined two types of materials, 45 surfaces as the mode out of 60 51 48 45 45 45 45 45 45 45 45 45 42 40 32 28 26 24 23 22 21 20 19 19 17 17 16 15 141 31 31 21 21 21 21 21 7 which represents cited materials manipulated frequently by teachers in their instructions over the past two years. These are biographical film, live interviews, animation, film scripts online, filmed interviews, food's nutritional value, film posters from the Internet, silent short films, adverts in film, and film blogs. The sequences after obtaining the mode show majority of FTBMs are leading.

Surveyed results indicate that majority of FTBMs are commonly used among 150 teachers over the past 2 years. This indicates that the 21st century is gradually converting generations of teachers to be flexible in terms of their approaches, who, by all means face the challenges of educational transformations through creativity.

Another observation is the manipulation of these materials that entailed digital technology activities to teachers during procurement, selection, design and presentation of their integrative skills tasks (*Figure 1.1* and *Figure 1.2*) not to mention the exposures of students to the kind of instructional technology use in facilitating their lessons which may require them to become digital participants as they learn the language.

This means FTBMs that are used by teachers aside from some authentic materials that have been proven to carry-out communicative competence's relevance. With FTBMs increasing, they become the catalysts for the production of these accompanying materials regardless of being NFTBMs. Even if they don't belong to FTBMs, they still define the necessity of technology when they are obtained from sources (Matsumoto & O'Donnell, 2008; Chan and Herrero, 2010; Sweeting, 2010; Xhemaili, 2013; Lialikhova, 2014; Lidawan, 2014; Khan, 2015; Kabooha, 2016; Tuncay, 2014; Papadopoulou, 2016 & Lidawan, 2017).

4.2.3 Combining NFTBMs with FTBMs in obtaining and comparing the means

The data was divided into NFTBMs and FTBMs *(Table 5)* before their means are computed. Mean computation is the measure of central tendency to determine what materials provide the summary of interval or ratio that occurs in symmetrical data such as between NFTBMs and FTBMs found in the table below. The data is symmetrical or unskewed because both have equal number of items which is 25.

Table 5: Comparison of NFTBM vs. FTBM's means

Non Film and Technology–based materials	Frequency of Responses	Film and Technology –based authentic materials	Frequency of Responses
Product specification	11	Biographical film	45
Public Announcement	9	Film clips	12
Flight schedule	23	Live interviews	45
Receipt/invoice	7	Film trailers	12
Film reviews in magazines	20	Animation	45
Film showing schedules	11	Musical scoring	19
Globe	24	Film scripts online	45
Editorial cartoons	22	Filmed Interviews	45
Magazine cover	13	Movie themes	12
Cut pictures	60	Documentary films	12
Sale leaflets	17	Music video	12
Calendar	21	Internet Film posters	45
Letters	11	Celebrity profile YouTube	13
Product brochures	11	Film synopsis online	32
Product labels	12	Film credits	48
Food's Nutritional value	45	Film setting	12
Celebrity profile	13	Film bloopers	12
Bank deposit/withdrawal forms	12	Live reports from TV	26
Instructional manual	14	Adverts in film	45
Price tags	16	Silent short films	45
Editorial	17	YouTube features	12
Menu	15	Film Blogs	42
Plane tickets	19	Emailed clips	10
Journals	11	Facebook videos	40
Book cover	12	Sports news TV	28
Mean	17.84	**Mean**	28.56
Cases	25	**Cases**	25
Total	446	**Total**	714

$\bar{x} = \dfrac{\sum x}{n}$ the formula to obtain the mean Difference: 28.56 (FTBM)- 17.84 (NFTBM)= 10.72

Both materials have similar cases (25) represented by the numbers of specific materials in each group. It can be observed that the FTBMs are dominantly used by the respondents over the past two years in their practice. This is manifested by the means of both classified materials. 17.84 With 25 observations for NFTBMs against 28.56 for FTBMs having 25 observations. They have a difference of 10.72. This comparison focuses on how high and how low the materials are equally distributed in the data. FTBMs are reflected as highly distributed from the data.

Additionally, we can infer that despite the high utilization of FTBMs, respondents managed to use alternative authentic materials in integrative skills instructions as manifested by NFTBMs that surfaced among the highly ranked FTBMs from cut pictures to receipts/invoice. When it comes to observations from the mode and

ranking between the two earlier, the FTBMs when mixed with the NFTBMs, the FTBMs prevails as commonly employed.

Some observation indicates that teachers situate students' learning based from their environment with the presence of those mixed materials that they have cited (Sweeting, 2010; Altman, 1989; Papadopoulou, 2016; Donghy, 2014 & Khan, 2015).

4.2.4 The commonly utilized FTBMs employed in skills integration

To show commonly used FTBMs employed by teachers in skills integration, the NFTBMs were eliminated and FTBMs' modes were further calculated as presented by the graph in Figure 1.4.

Figure 1.4: FTBMs' frequencies for mode calculation
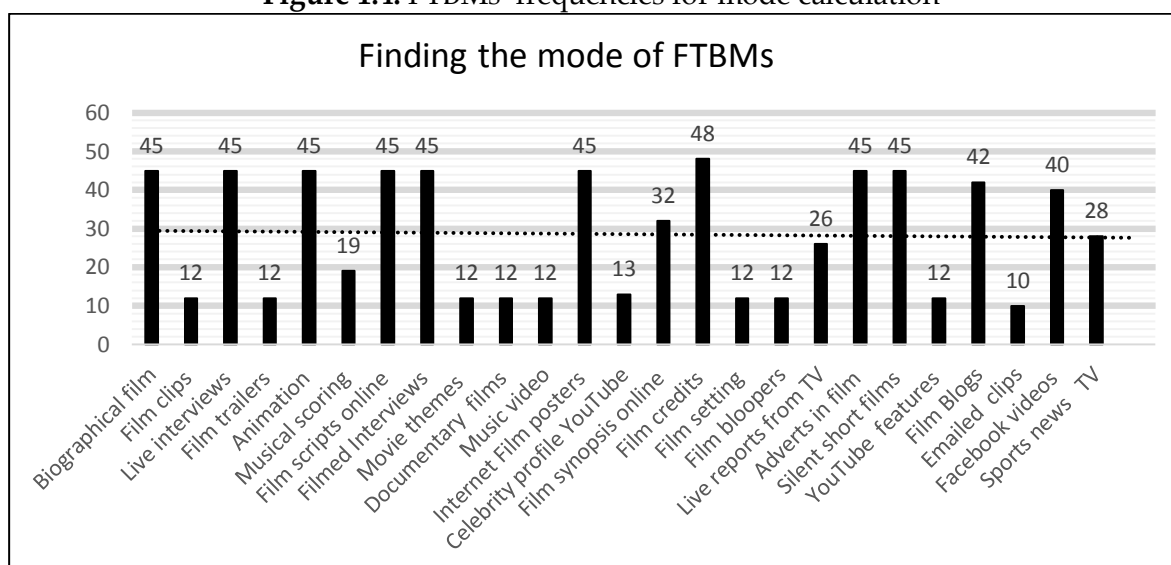
4.2.5 The central tendency of FTBMs through Mode calculation

To identify which are commonly used among the FTBMs in this nominal or skewed data, *mode* has been calculated by sorting out the frequencies from the smallest to the largest values for easy recognition. Sorting out the frequencies resulted to: 10 12 12 12 12 12 12 12 12 13 19 20 26 28 40 42 45 45 45 45 45 45 45 45 48 in sequence.

Mode calculation's result is *bimodal* which means there are two most frequently occurring values which are 12 and 45 indicating where the center of the distribution tends to be located among the observations.

12 as a *mode* comprises film clips, film trailers, film setting, documentary films, film bloopers, music video and movie themes indicating a distribution of used by the respondents. It is therefore assumed that these eight types of specific materials from FTBMs have been mostly used by teachers in skills integration.

45 as a second *mode* consists of biographical film, live interviews, animation, film scripts online, filmed interviews, film posters from the Internet, silent short films and adverts in film perceived to be frequently used among the teachers in skills integration

4.2.6 The degree of importance in using FTBMs in integrative skills

Table 6: Degree of importance in using film and technology-based materials

Data Values	Frequency	(percentages)
Very high importance (5)	78	60
High importance (4)	30	23.076923076923076
Moderate importance (3)	15	11.538461538461538
Low importance (2)	5	3.8461538461538462
Very low importance (1)	2	1.5384615384615385
Total samples	130	99.97 %
Where: Very high=5 high=4 moderate=3 low=2 very low=1		

60% of respondents claim that FTBMs are very highly important in language skills integration as the table indicates. The percentage reveals that FTBMs materials are regarded as very valuable in skills integration among surveyed teachers.

4.2.7 Frequency of using the film and technology- based materials in skills integration

Table 7: Frequency of using the film and technology-based materials

Always = 5	Usually = 4	Sometimes = 3	Occasionally = 2	Rarely = 1
41	51	18	20	0
31.53 %	39.23 %	13.84%	15.38%	0

The degree of frequency towards the utilization of FTBMs is that majority usually as demonstrated by 39.23 and nobody claims that it is never used.31.53 % assert that they always used the material type in skills integration. It is perceived that to them, FTBMs are priority materials when it comes to designing tasks for skills integration (Oxford; 2001; Burt, 1999; Oxford, 2001; Matsumoto & O'Donnell, 2008; Chan and Herrero, 2010; Sweeting, 2010; Xhemaili, 2013; Lialikhova, 2014; Lidawan, 2014; Khan, 2015: Kabooha, 2016: Raman, 2016; Tuncay, 2014; Papadopoulou, 2016 & Lidawan, 2017).

4.2.8 Other observed language-related significance of FTBMs in skills integration

Table 8: Observed language-related significance of FTBMs
when teaching language skills /skills integration

On integrating skills	F	On specific Skills	F	On vocabulary and grammar	F
Multi-tasking	34	Can focus on one skills	12	Can manipulate vocabulary and grammar in contexts	45
Can connect to many skills	27	Aid in the achievement of objectives for a specific skill	12	New vocabulary are introduced from original speakers	28
Create interactive tasks through the skills	45	Variety of tasks intended for a single skill can be performed	32	Immersion to the natural use of the language	47

Can use other skills before a focus skill	14	Cater to students learning styles	34	Visual images aid in understanding grammar	25
Other approaches of learning are applied	21	Scaffolding specific skill	21	Some rules of grammar are formed by the skills they used	13
Sets learners to manipulate the skills where they understand most and experiment on the skill they are weak	48	Foundation of outputs	21	Vocabulary activities can be designed	18
One single springboard can produced series of activities	38	Learners imitate accent as a kind of conditioning	13	Foundation of language focus	23

4.2.9 Calculating the central tendency of observed language-related significance of FTBMs

Number 21 is calculated as the *mode* from the following frequencies of the three categories: 12 12 13 13 14 18 21 21 21 23 25 27 28 32 34 34 38 45 45 47 48. Number 21 is represented by *foundation of outputs under specific skills*, *scaffolding specific skill* and *other approaches of learning are applied*. The *mode* demonstrates common significance of using the TFBMs in language skills and in integrating skills. FTBMs are used as a framework of outputs to facilitate specific skills integration in language lessons. From the enumerated types of materials, tasks could be formulated. Another observation from specific skills category is that respondents commonly used them in scaffolding purposes (Xhemaili, 2013; Ismaili, 2013; Marshal, 2002 & Chan & Herrero, 2010) tantamount to (Sweeting, 2010). Similar to being used as a framework, teachers build supports towards students' understanding when a specific skill is instructed before integrating other skills for continuity of skills' learning (Read,1985). Commonly occurring perception is that teachers are mutually aware that FTBMs are relevant in other applied approaches such as manipulation of content -based and task- based among other approaches in skills integration (Brown, 1994 & Cordoba-Zúñiga, 2016).

4.2.10 Perceptions on FTBMs for positive connection between receptive and productive skills in integrated skills

Table 9: Perceptions on FTBMs demonstrating a positive connection
between receptive skills and productive skills

Strong Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1
57	61	9	2	0
43.84 %	46.92%	6.92 %	1.53 %	0 %

43.84 % of the respondents agree that there is a favorable connection between receptive and productive skills when FTBMs are employed in integrated skills. This data illustrates that teachers agree with the nature of materials that stimulate receptive skills before productive skills such as the use of a YouTube video such as when students are made to listen (receptive) (Krashen, 1982; 1985) in the viewing stage Flowerdew & Miller (20 before they can write (productive) or speak (productive) (Callow, 2008;

Brington 200) about what they have listened to (Read, 1985). To underpin further, it is believed that with the help of viewing for listening as a receptive skill, they serve productive skills such as speaking and writing. (Mayer, 2001; Gardner, 2006; Woottipong, 2014; Guieb & Dela Cruz, 2017; Michas & Berry, 2000; Callow, 2008; Association for Educational Communications and Technology; 2001; Brinton, 2000; Santas, 2009; Canning-Wilson, 2000; Santas, 2009; Mannan,2005; Lidawan, 2014; Tafani, 2009; Sherman, 2003; Marshall, 2002; Xhemaili, 2013). Performance of viewing is coupled by listening in accumulating knowledge (Zhang, 2012; Woottipong, 2014; Raman, 2016: Cıngıllıoğlu, Cıngıllıoğlu & Cansız, 2016; Lynch, 2010 & Stewart, 2006). Flowerdew & Miller (2005) express that listening is a major skill among other integrated skills when it comes to the utilization of FTBMs.

Another receptive skill that may be stimulated before productive skills is reading which additionally scaffolds understanding when using FTBMs for integrative skills (Omaggio, 1997; Lomicka, 1998; Stewart, 2006; Lynch, 2010; Ismaili, 2013; Raman, 2016).When viewing listening and reading are used in any of the FTBMs, receptive skills can be generated such as speaking as (Altman, 1989), Robin (2008), Matsumoto & O'Donnell (2008), Zhang (2012), Xhemaili (2013), Raman (2016) reveal and writing which (Masiello (1985), Jeremiah (1987), Boyd & Robitaille (1987), Moss (1987), Kortner (1988) and Stewart (2006) declare. When receptive skills are stimulated, productive skills can be facilitated and that integrating skills through FTBMs can be further demonstrated (Burt, 1999; Oxford, 2001; Matsumoto & O'Donnell, 2008; Chan & Herrero, 2010; Sweeting, 2010; Xhemaili, 2013; Lialikhova, 2014; Lidawan, 2014; Khan, 2015; Kabooha, 2016; Raman, 2016; Tuncay, 2014; Papadopoulou, 2016 & Lidawan, 2017).

4.2.11 Perception on how teachers easily design integrated language skills instruction, determine strategies and achieve objectives by FTBMs

Table 10: Perception on how teachers easily design integrated language skills instruction

Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1
43	57	30	0	0
33.07%	43.84%	23.07%	0%	0%

43.84 % of teachers agree that in terms of using FTBMs in designing tasks for integrative skills. They agree that FTBMs further determine strategies on teaching alongside the types of objectives to be employed. The responses can be alluded to the perception that FTBMs are indicators of tasks, techniques and intended outcomes in integrative skills (Burt, 1999; Oxford, 2001; Matsumoto & O'Donnell, 2008; Chan & Herrero, 2010; Sweeting, 2010; Xhemaili, 2013; Lialikhova, 2014; Lidawan, 2014; Khan, 2015; Kabooha, 2016; Raman, 2016; Tuncay, 2014; Papadopoulou, 2016; Lidawan, 2017 & Oxford, 2001).

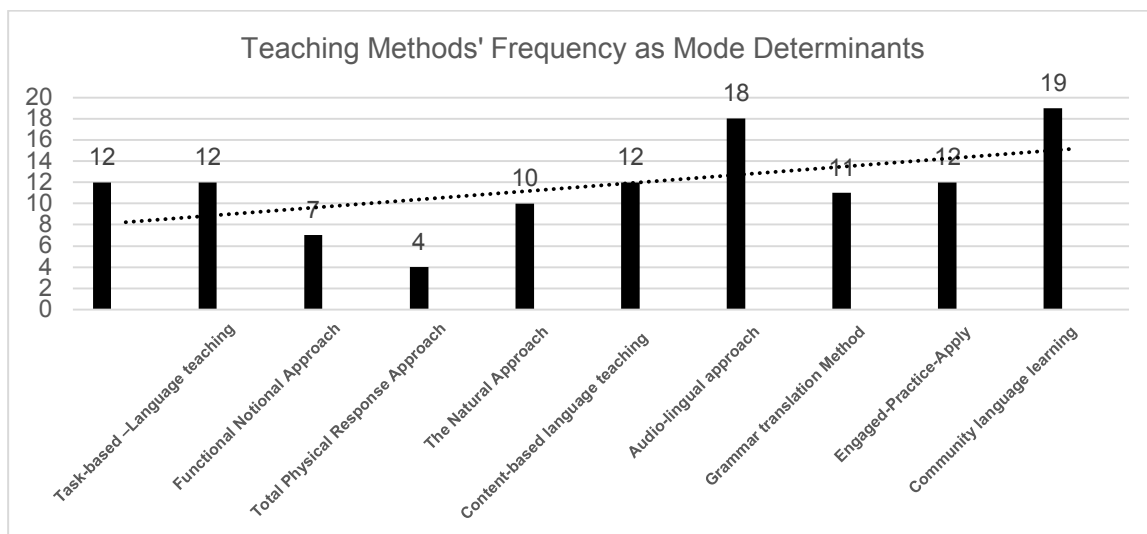## 4.2.12 Perception in what language teaching method do FTBMs are effective when integrating skills in the classroom

Figure 1.4: Language teaching method where FTBMs are effective when integrating skills

As sorted from highest to lowest value, 19 18 12 12 12 12 11 10 7 4. The resulting *mode* is 12. Represented by Engaged-Practice-Apply, (Harmer, 1988) Content-Based Language Teaching, Task-Based–Language Teaching (Nunan, 2004) and Communicative Language Teaching (Donato, 2000; Skehan, 1998 & Sidek 2012) demonstrated by Figure 1.4. Number 12 measures the central tendency of the data which means that many respondents perceived the use of FTBMs as efficient in integrated skills when the three methods are applied.

4.2.13 Degree of relevance on teachers' digital literacy in the selection, design of materials and presentation of integrated skills instructions alongside students' digital literacy

Table 11: Degree of relevance on teachers' digital literacy

Very high importance = 5	High importance = 4	Moderate importance = 3	Low importance = 2	Very low importance = 1
78	30	15	5	2
60 %	23.07%	11.5%	3.84%	1.53%

60% of teachers assert that teachers' digital literacy or awareness is very highly important in choosing, designing tasks and presenting the lessons for integrative skills when FTBMs are manipulated as the input. It may reveal that teachers nowadays need digital skills to be able to situate learners in contemporary learning and to be able to condition themselves as teachers in modern teaching. Teachers here are perceived to have knowledge of the 21st century trend of teaching (Hatlevik, & Arnseth, 2012; Pettersson, 2017; Lialikhova, 2014; Lidawan, 2014; Lidawan & Gabayno, 2018; Lidawan & Chua, 2018 & Gupta 2015).

4.2.14 Employment of FTBMs for language skills integration on facilitating digital taxonomy as part of the lesson's objectives

Table 12: Employment of FTBMs for Language skills integration for Digital taxonomy

Strongly agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly disagree = 1
66	43	17	1	3
50.76%	33.07%	13.07%	0.76%	2.30%

Table 12 brings us closer to respondents who strongly affirm that when using FTBMs as springboards for learning, digital taxonomy is instigated. Respondents believe that order thinking skills are being used by the teachers. In like manner, when the materials are operated by students themselves as homework, their order thinking skills are similarly facilitated. In terms of objectives, activities done by teachers and students connect to the lessons since digital taxonomy itself contains subskills that are objectives themselves (Hatlevik, & Arnseth, 2012; Pettersson, 2017; Lialikhova, 2014; Lidawan, 2014; Lidawan & Gabayno, 2018 & Lidawan & Chua, 2018).

4.2.15 Some underlying reasons digital taxonomy of objectives are facilitated by FTBMs in integrated skills instructions

Table 13: Underlying reasons for the facilitation of digital taxonomy
in FTBMs during integrated skills instructions

Sn	Values	Frequencies	Frequencies sorted	Mode count
1	Requires both teachers and students digital knowledge.	23	11	
2	Use digital styles selecting and preparing and presenting lessons.	32	11	
3	Authentic materials from films use technology when we take from the websites.	21	11	4
4	Websites nowadays are prolific source of film and technology materials.	45	11	
5	Every technological step has corresponding cognitive activities.	23	12	1
6	Surfing and downloading is a part of digital taxonomy	11	21	1
7	When students are tasked to find the inputs, digital activities are being performed.	23	23	
8	Teachers are tasked to edit the material to be culturally appropriate for the students.	11	23	4
9	Designing integrated tasks require technological knowledge.	45	23	
10	Students manipulate technology to comprehend.	11	23	
11	Digital objectives are involved when doing the activities.	12	32	1
12	21st century style of learning is applied.	46	45	2
13	Digital cognition is applied.	47	45	
14	Theories of learning with technology surface.	11	46	1
15	Order thinking skills are developed by producing a result.	23	47	1

As revealed by the frequencies sorted from lowest to highest, the *mode* is *Bimodal*. 11 and 23 are the modes that reoccurred 4 times. Mode 11 comprises: "*Surfing and downloading is a part of digital taxonomy; Students manipulate technology to comprehend and Theories of learning with technology surface.*"

Moreover, *mode* 23 covers: "*Requires both teachers and students digital knowledge*" (Hatlevik, & Arnseth, 2012; Pettersson, 2017; Lialikhova, 2014; Lidawan, 2014; Lidawan & Gabayno, 2018 & Lidawan & Chua, 2018). Additionally, "*Every technological step has corresponding cognitive activities*" (Miller, 2009). Moreover, "*When students are tasked to find the inputs, digital activities are being performed*" and "*Order thinking skills are developed by producing a result*" (Boyd & Robitaille, 1987 & Lidawan, 2016).

4.2.16 Instructional related-principles that FTBMs generate as observed apart from skills and skills integration instructions

Table 14: Some learning-related principles when using FTBMs in Integrated Skills

Teachers and Learners-related development				
Sn	Responses	Frequency	Sequenced randomly	Mode count
1	They allow teachers' inventive methods.	45	7	1
2	Independent learning can take place.	38	11	1
3	Thinking skills of learners are utilized.	96	17	
4	They increase students' motivation.	78	17	3
5	Social media as a tool for learning is applied.	32	17	
6	They provide interactive teaching environment	63	21	2
7	Instructional creativity is stimulated.	72	21	
8	They are presented attractively to students.	21	23	
9	They enable learners to work design anywhere and demonstrate.	35	23	3
10	They demonstrate how students apply theories/techniques in real life.	62	23	
11	Learners take in more information when it is presented visually compared with text and voice alone.	32	27	1
12	They enable learners to apply current knowledge of digital literacy.	46	32	
13	They stimulate inferences.	42	32	3
14	Visual representations cater to students' imagination.	17	32	
15	It's a good way for students to obtain ideas without the need for writing because it is aided by the viewing skill.	61	35	1
16	Collaborative working is manifested.	46	38	1
17	Sound recognition can be applied by students.	27	42	
18	Organizing ideas such as sequencing is manifested.	23	42	2
19	Multiple intelligences are catered.	42	45	
20	Brainstorming ideas in words is applied.	23	45	3
21	Diagramming of ideas is possible.	21	45	
22	Teachers can choose variety of materials.	17	46	2
23	Teachers' approaches are flexible.	7	46	
24	Teachers set 21st century learning.	81	48	
25	Flexibility of teachers' strategies is demonstrated.	68	48	3

26	utilizes the aid of human senses to comprehend ideas	48	48	
27	Theories of learning are applied.	23	61	1
28	They act as guides in language learning.	11	62	1
29	Enable procurement of appropriate materials that are found in learners' environment.	45	63	1
30	They cater to every type of learners.	79	65	1
31	They can become bases for curriculum development	17	68	1
32	They expose learners to native speakers' terminologies	65	72	1
33	They rivet learners' attention.	78	78	
34	Order thinking skills are unconsciously use.	48	78	3
35	They expose learners to different kinds of media	45	78	
36	Digital natives from teachers and students surface.	32	79	1
37	Technology becomes a part of pedagogy.	48	81	1
38	Film is primarily seen as an educational tool.	78	96	1

The calculated Mode is multimodal as revealed in the *Table 14* by the calculated modes which are 17, 23, 32, 45 and 78. Having represented the central tendencies, they have been interpreted holistically.

Mode 17 comprises: "*Visual representations cater to students imagination.,*" which explains that using integrated strategy with the employment of FTBMs have a great amount of visual representations that may trigger inner thoughts among learners (Wright, 1976; River, 1981; Lomicka, 1998; Omaggio, 1997; Guieb & Dela Cruz, 2017; Woottipong, 2014; Michas & Berry, 2000; Callow, 2008; Association for Educational Communications and Technology, 2000; Brinton, 2000; Santas, 2009; Canning-Wilson, 2000; Mannan, 2005; Lidawan, 2014; Tafani, 2009 & Sherman, 2003). Moreover, using FTBMs can be bases for curriculum development wherein language program can integrate the potential use of the FTBMs for integrated skills instruction (Gupta, 2015; Raman, 201; Papadopoulou, 2016; Lialikhova, 2014 & Tuncay, 2014) and according to the respondents, teachers can choose variety of materials out of FTBMs (Papadopoulou, 2016).

Moreover, Mode 23 has "*Teachers approaches are flexible.*" (Miller, 2009; Miller, 2009; Shyamlee, 2012; Hatlevik & Christophersen, 2013; Boyd & Robitaille, 1987 & Oxford, 2001) due to the type of materials from FTMBs of which learners are taught how to process information or organizing ideas such as sequencing (Davidson & Goldberg, 2009; Erbaggio & Pierluigi, 2012; Wright, 1976; Tuncay, 2014; Waters, 2015 & Oxford, 2001). In dealing with these types of materials, students can have the opportunity to brainstorm ideas in words (Masiello (1985).

Mode 32 exposes "*Social media as a tool for learning is applied.*" (Prensky, 2001; Rüschoff, 2003; Pysarchyk & Yamshynska, 2015; Gallardo, Echenique, de Oliveira, Molias & Mon, 2015; Kress, 2003; Kackir, 2006; Shyamlee, 2012; Gupta, 2015; Saxena, 2013; Miller, 2009; Jukes, 2008; Cramer & Smith, 2002; Hatlevik & Christophersen, 2013; Hatlevik & Christophersen, 2013 and Lidawan & Gabayno, 2018) by teachers in instructions. This may mean that social media and films are not too apart as educational tools due to the intervention of technology when we used them as teaching tools. To add, respondents perceived that learners take in more information when it is presented

visually compared with text and voice alone (Wright, 1976; River, 1981; Lomicka, 1998; Omaggio, 1997; Guieb & Dela Cruz, 2017; Woottipong, 2014; Michas & Berry, 2000; Callow, 2008; Association for Educational Communications and Technology, 2000; Brinton, 2000; Santas, 2009; Canning-Wilson, 2000; Mannan, 2005; Lidawan, 2014; Tafani, 2009 & Sherman, 2003) which illustrate the nature of FTBMs immersing and exposing teachers and students to become participants or digital natives (Prensky,2001; Rüschoff, 2003; Pysarchyk & Yamshynska, 2015; Gallardo, Echenique, de Oliveira, Molias & Mon, 2015; Kress, 2003; Kackir, 2006; Shyamlee, 2012; Gupta, 2015; Saxena, 2013; Miller, 2009; Jukes, 2008; Cramer & Smith, 2002; Hatlevik & Christophersen; 2013; Hatlevik & Christophersen, 2013 and Lidawan & Gabayno, 2018).

Mode 45 shows "*Allows teachers to be inventive in their methods.*" (Miller, 2009; Miller, 2009; Shyamlee, 2012; Hatlevik & Christopher Sen, 2013; Boyd & Robitaille, 1987 & Oxford; 2001). It gives us the notion that when FTBMs are used in integrative skills, techniques or strategies can be conceptualized out of the materials. Students are exposed to different kinds of media since technology is an additional learning tool and that by using FTBMs, teachers can procure materials that exist in the real-world learning of students (Jenkins, 2015; Pysarchyk & Yamshynska, 2015; Atkinson, 2000; Kackir, 2006; Prensky, 2001; Sweeting, 2010; Altman, 1989; Papadopoulou, 2016; Donghy, 2014 & Khan, 2015).

Mode 48 exhibits "*Utilizes the aid of human senses to comprehend ideas.*" Technology becomes a part of pedagogy (Wright, 1976; River, 1981; Lomicka, 1998; Omaggio, 1997; Guieb & Dela Cruz, 2017; Woottipong, 2014; Michas & Berry, 2000; Callow, 2008; Association for Educational Communications and Technology, 2000; Brinton, 2000; Santas, 2009; Canning-Wilson, 2000; Mannan, 2005; Lidawan, 2014; Tafani, 2009; Sherman, 2003 and Okojie, Olinzock, & Okojie-Boulder, 2010). When we use FTBMs, Order thinking skills are unconsciously used (Hatlevik, & Arnseth, 2012; Pettersson, 2017; Lialikhova, 2014; Lidawan, 2014; Lidawan & Gabayno, 2018; Lidawan & Chua, 2018, Saxena; De Haro, 2013; Lidawan, 2016 & Churches, 2008). However, the involvement of technology should be considered as a secondary priority. Technology therefore is not the priority over instructions.

Mode 78 reveals "*Increases student motivation and rivets learners' attention.*" (Chai & Erlam, 2008; Atkinson, 2000; Xhemaili,2013; Tuncay, 2014; Raman, 2016; Donghy, 2014; Lialikhova, 2014; Waters, 2015; Mei-ling, 2007; Rokni & Ataee , 2014; Safranja & Obradovica, 2014; Ismaili, 2013 & Parisi, 2016). Film is primarily seen as an educational tool (Patel, 2013; Association for Educational Communications and Technology, 2000; Pettersson, 2017; Tuncay, 2014; Chan & Herrero, 2010 and Gupta, 2015).

Generally, the survey from individually responded questions reveals that FTBMs are contemporarily used by teachers and that they can support language skills integration.

5. Concept Application

Materials:

Narrative and its accompanying clip (https://www.youtube.com/watch?v=F_qY_ODEYiY)

"In 1941, the Japanese bombed the Pearl Harbor. The US fleet is crippled. Ten hours later, across the pacific, they attacked the Philippines clearing the way for an overwhelming invasion of the islands.//US forces, including ten thousand Americans and 60 thousand Filipinos pulled back to the Bataan peninsula without a navy to rescue them and with their backs to the sea. They are trapped.//Despite promises to the contrary, President Roosevelt and his military high command decided to focus first on Europe on stopping Hitler.//This strategy effectively seals the fate of the Philippines and the men trapped on Bataan. Under orders and against his wishes, General Mc Arthur escapes to Australia vowing to return.

After four months of fighting without supports, starving Americans and Filipino troops surrendered to the Japanese Imperial army.//It is the largest single defeat in the history of the American Military.// Unequipped to house or feed seventy thousand prisoners of war. The Japanese took the weaken soldiers on a brutal sixty mile forced march. Men who fall out of line are bayoneted or shot.//Fifteen thousand perished on what would become known as the Bataan death march. The surviving POW's are herded into various camps at O'Donnell, Cabanatuan and Palawan.//The Japanese guards who view surrender as a disgrace treat them viciously. Thousands died from disease, starvation and abuse.//By nineteen forty four, however, the tide of battle changes with each new victory.//American forces advanced on Japan with each new defeat, the Japanese army becomes more desperate.// Fueled by years of propaganda, they believe that the Americans will show no mercy.// The government in Tokyo encouraged these fears by convincing its people that they must prepare to defend their country to death.//On August 1, 1944, the Tokyo war ministry releases a memo dictating the Japanese army's policy towards prisoners of war.//It reads, "It is not the aim not to allow the escape of a single one to annihilate them all and not leave any traces."

(A narrative from the film, Great Raid (2005))

Table 15: Applied Task components for skills integration through FTBMs

Example No. 1					
Input (2)	**Procedures (3)**			**Integrated skills**	**Outputs**
	Goals (1)	**Teacher Role (4)**	**Student Role (5)**		
The film clip with the narrative	View/ listen to obtain background knowledge of the given information	Gives basic instructions Provides an opening background clues on what the students are	**Setting (6)** grouped by pairs /classroom Pairs consult each other of the knowledge gathered. They share ideas in	Listening Writing	Structured ideas List of

	Talk about gathered ideas Connect the theme from previously seen movies.	going to view Plays the audio-visual material after dividing students into pairs. Moderates discussions Facilitates interaction to generate common understanding	class guided by their notes. Share some experiences from films regarding themes of war. Share their feelings The class interacts.	Speaking	points/ideas Summary of sanctioned knowledge from the clip and narrative
Setting (6)		grouped by pairs/classroom			
Example No. 2 (A & B are connected)					
A. The film clip & narrative text	Listen to complete the words and phrases missing in the narratives Report responses	Provides instructions, distributes the activity sheets, plays and replays the film clip Allows each pair to deliberate answers Moderates responses	Completes the missing words/phrases. Compare answers and address each other's errors	Listening Speaking	Completed texts
B. The film clip's narrative text	Sequence the events in the text by graphic representations Explain the sequence and share film preferences in terms of genre and themes. Write a personal version of this narrative by using the graphically organized events.	Instruct students on what to do and answer clarification Elicit answers on what type of movies do they watch Provide closure to the lesson Provides further instructions on their writing projects	Every pair creates a graphic representation of the events in the text to be imparted in class orally. Share the type of film and themes you prefer watching Writes a cooperative version of the narrative based from what they have graphically organized	Reading Writing Speaking Writing	A graphically organized ideas such as in tables or any form of Graphic organizers

The six important task components are elucidated anchoring to how they are manipulated in FTMs' employment in integrative skills as well as the expected outputs. It is clear that while these skills are interwoven in the activities, language foci can be stimulated depending on the purpose of carrying-out the lessons. In example number, on sharing of themes, some specific foci that can be elicited from it are opinion

expressions, abstract nouns on themes, or words that describe emotions in watching films. The second example may also focus on the employment of film genres' terms such as action, drama, suspense or personal pronouns among others, which imply that while skills are integrated, language foci can simultaneously manipulated which are pertinent among learners' real world environment. To sum up, there are six fundamental task elements. These elements are crucial paradigms in a task-based learning environment due to its connection to real-world pedagogic tasks. In the table presented, the writer includes results of the interactive procedures labeled as outputs with skills that are interwoven.

5.1 Combining skills to demonstrate skills integration examples

In performing integrative skills, we need to find a suitable springboard before a targeted result. In here, the receptive skills are capitalized to produce outputs through designed activities from the springboards which can be further processed by another receptive skill or a productive skill. Below is a table that will represent the concept of interrelating skills with identified inputs to facilitate skills integration for comprehension.

A. Two integrated skills

Table 16: Paired-skills integration (Read 1985:73) with a few changes

Possible FTBMs inputs	Skills activated through activities from the inputs to produce outputs		Can extend to other skill's integration for further comprehension
Film scenes	Listening Film scenes	Reading Film scene's script	
Filmed Interviews	Listening Film interviews	Speaking Film interview summary	
Film credits	Reading	writing	
Instructive processes	Speaking About processes	writing outlining the process	
Product Advertisement	Listening Product advertisement	Writing Exposition on product	

B. Integrating more than two skills with a few modifications by FTBMs

According to (Read,1985), we integrate more than one skill for continuity of lessons, practicality of the activities, suitability of lessons, diversity of activities and skills to be acquired, reprocessing and establishing connections and for assurance of learning.

Table 17: Integrating more than two skills

FTBMs inputs	Skills activated through activities from inputs					Output/s
Film poster	Task 1	Task 2	Task 3	Task 4	Task 5	
	Speaking	Reading	Writing	Speaking	(Writing)	paragraph
Documentary	Listening	Writing	Speaking	Writing		Written Summary
Film blogs	Reading	Writing	Listening	Speaking	(Writing)	Commentary
Film Ads	Listening	Speaking	Reading	Writing	Biographical timeline	

5.2 Strengths of FTBMs in language learning

The below strengths FTBMs' employment in integrating skills are further supported by the literature reviews.

Table 18: Some strengths of FTBMs as language teaching inputs

Utilizing FTBMs can…	
favorably influence fruition of students' vocabulary.	Papadopoulou, 2016; Chai & Erlam, 2008; Xhemaili, 2013; Kabooha,2016; Kvitnes , 2013; Lertola, 2012; King ,2002 Iscan, 2017; Lomicka, 1998; Cıngıllıoğlu , Cıngıllıoğlu & Cansız, 2016; Lialikhova, 2014; Altman, 1989
stimulate interests and motivation of learners.	Xhemaili,2013; Tuncay, 2014; Raman, 2016; Donghy, 2014; Lialikhova, 2014; Waters, 2015; Mei-ling, 2007; Rokni & Ataee , 2014; Safranja & Obradovica , 2014; Ismaili, 2013
be used to manipulate rules and patterns of words and phrases for interactive communication.	Xhemaili, 2013; Kabooha,2016; Kvitnes, 2013; Davidson, Cathy & Goldberg, David, 2009; Tuncay, 2014**;** Sweeting,2010; Altman, 1989; Wang, 2009
influence students' perception of the language and aid teachers' techniques.	Davidson & Goldberg,2009; Erbaggio & Pierluigi, 2012; Wright, 1976; Tuncay, 2014; Waters, 2015
evidently contribute to understanding of cultures through the language.	River, 1981; Tuncay, 2014; Zhang, 2012; Wang, 2009; Safranja & Obradovica , 2014
film viewing enhance students' analytical skills.	De. Haro, 2013; Lidawan,2016; Churches , 2008
pave the enrichment of curriculum designs.	Raman, 201; Papadopoulou, 2016; Lialikhova, 2014; Tuncay, 2014;
allow understanding on what is happening through non-verbal signals .	Ruusunen, 2011; Altman, 1989; Papadopoulou, 2016; Donghy, 2014
can employ task-based and content-based teaching strategies and communicative teaching.	Chapple & Curtis, 2000; Lialikhova, 2014
expose learners and teachers with real-life texts.	Read,1985 ; Sweeting, 2010; Altman, 1989; Papadopoulou, 2016; Donghy, 2014; Khan, 2015
aid in digital media awareness.	Lialikhova, 2014; Lidawan, 2014; Lidawan & Gabayno, 2018; Lidawan & Chua,2018

5.3 Generally alluded pedagogical implications

This paper additionally entrenches on the general value of utilizing authentic materials as springboards which were earlier introduced in the 20th century in association to emerging technology by generating language skills integration tasks from FTBMs.

Extend the thoughts of educators' contributory to their educational organizations' development plans that aim to enhance language curricula through teaching techniques and strategies viable for students' language competence (Shyamlee, 2012). Empower the employment of FTBMs to demonstrate the essence of task-based instructions for skills integration through technological means for communicative competence (Shyamlee, 2012). Establish the principle that task-based instruction can integrate skills through digital authentic materials called, FTBMs such as YouTube, Facebook videos, film ads, film script online, musical scoring, movie themes, subtitles, trailers, end credits, and film images among other related- elements that tend to ensure

learning. Employ any simple instructional technology available in a workplace to demonstrate well-constructed materials in facilitating English language instructions' intended outcomes. Promote the creation and processing of varied task designs with the integration of technological tools. Application of them may introduce technology-novice educators to adapt on easily- operated- instructional technologies. Furthermore, Boost teachers to acquire further skills and knowledge on instructional technology brought about by Information Communication and Technology (ICT) of the learning institutions they are affiliated with. This fact shouldn't be underestimated for behind the current overwhelming breakthroughs of technology, exist educators who were never influenced by these modern trends in teaching (Kackir, 2006; Shyamlee, 2012; Okojie, Olinzock & Okojie-Boulder, 2010).Uphold digital literacy through the utilization of film components as inputs in the creation of classroom tasks (Kackir, 2006 and Okojie, Olinzock & Okojie-Boulder, 2010). Relevantly, they employ simplified, motivational and updated springboards that cater to varied language macro skills including the viewing skills which students should further enhance (Chai & Erlam, 2008). Explore the pedagogical contents of films which lead to the empowerment of film literacy regardless of students' cultural orientation to develop learners' skills in weighing and considering film' influences for global awareness (Lertola, 2012; River, 1981; Tuncay, 2014; Zhang, 2012; Wang, 2009 and Safranja & Obradovica, 2014). Garner exposures to films as products yielded by mass media that are commendable in language teaching (Davidson & Goldberg 2009 and Erbaggio & Pierluigi, 2012). Finally, it refurbish students' visual literacies; abilities to interpret and create visual, digital, and audio media as determiners of visual literacy fundamental to learning engagement in the 21st Century (Wright, 1976; River, 1981; Lomicka, 1998 & Omaggio, 1997).

6. Recommendations

It is suggested that utilization of FTBMs should observe some limitations and principles of integrating skills. It is recommended that the below aspects should be taken into consideration.

6.1 In curricular program and strategic goals
Strategic goals, availability of technological tools of the institution, mindset of governing bodies, norms of the stakeholders, theoretical considerations in teaching integrative skills. Relate with the principles of outcome-based education (OBE) reflective of the objectives and outputs.

6.2 In skills integration
Skills integration strategy should be relevant to FTBM/s utilized. Skills integration planning could effectively be demonstrated through content-based or tasked- based alongside communicative language teaching which defines interactivity. Language foci previously learned can be manipulated for further language exposures with facilitation of the skills being targeted. Utilization of FTBMs should not ignore vocabulary

acquisition. Terms could be generated by the materials and they necessitate highlighting meanings. Skills integration should take place naturally rather than deliberately planned. Well-planned objectives are necessary for learners' performance indicators. The length of lesson should suffice a given time frame rather than interrupted to be continued for another session. Grouping students is recommended in facilitating skills integration lessons in a limited time frame. When integrating skills' tasks are done through grouping, learners are expected to be more interactive and collaborative.

6.3 In the selection of materials
Design principles and authenticity should be highly prioritized in the selection of FTBMs. The designed material should have the basic capability to introduce receptive skills before the productive skills are manipulated, if conceivable.

6.4 In designing the tasks
Nunan (2004)'s task components are highly recommended in the construction of integrative skills' tasks. Application of multimedia principles and multiple intelligences, experiential learning can be supportive in catering the learning styles of learners. FTBMs as inputs should be designed to commence receptive skills' activation till it arrives to productive skills if possible. One example may be collaborative tasks embedding order thinking skills can be designed to integrate receptive skills that will soon operate productive skill to produce an output such as writing (Lidawan, 2019).

6.5 In presenting the tasks for students' involvement
CTBLT, TBLT, and CBI as teaching methods with the application of motivation relate to the type of designed materials. Lessons that require the aid of technology have to be thoroughly prepared by anticipating the educational tools' availability. The learning mode and environment are necessary in carrying out the tasks. It has to prioritize pedagogical process when these materials are employed. Skills integration's outputs should be something finalized by the productive skills. It is encouraged that graphic organizers be involved as exercises to information gathering from FTBMs. Organizers are perceived to be supportive in the integration process. FTBMs should emphasize learning over entertainment.

7. Conclusion

Proliferation and accessibility of FTBMs tend to manifest that the trend in language teaching contemporarily is engaging the students to what surround them. Out of these FTBMs, teachers' innovative concept is stimulated. The perceptions gathered indicate that majority of teachers are utilizing them. Using these materials and tools for skills integration should be governed by theories and principles for thorough preparation and sanctioned sustainability such as choosing and evaluating the materials with technological knowledge, preparing the materials, designing the tasks, and requiring all

technological knowledge and instructions presented in congruent ways. Figure 1.1 explicates a general process of FTBMs materials for language instruction and Figure 1.2 exemplifies specific FTBMs' utilization in skills integration. In tasks designs using FTBMs, empowers Materials Design Model (Hutchinson & Waters, 1987) at Figure 1.3 and Nunan (2004)'s tasks components stipulated at figure 1.4. Activities found in the process revolve around intertwined skills such as the examples presented by Table19 and Table 20. FTMBS' utilization in skills integration is a process that interweaves the sanctioned principles of language teaching which should not be neglected in order to facilitate FTBMs' strengths in language teaching (Table 21).

As a general appreciation of this approach, this paper demonstrated a model on how FTBMs are manipulated in skills and skill integration instructions after the frameworks embedding the processes are presented.

Generally, this inquiry that recognizes the significance of FTBMs in skills integration is able to generate responses regarding teachers' favorable perceptions that may possibly sustain this approach. It featured commonly utilized FTBMs in integrated language skills in contemporary classrooms. Additionally, it highlighted the frequency of how FTBMs are manipulated, and the FTBMs' positive connection to receptive skills and productive skills. Similarly, it showcased the ease of designing integrated language skills instruction and identification of strategies to be employed in the tasks in achieving objectives through the employment of the said materials. It also emphasized some teaching methods that connect to FTBMs' effectiveness when integrating skills as well as the relevance of teachers' digital literacy in the selection, design of materials and presentation of lessons on integrated skills alongside students' digital literacy apart from other learning related-principles for instructions that are underscored.

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