Short Movies and Narrative Assessment in English Lessons

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Abstract

This research aims to investigate the use of short movies as an educational tool in students' learning of story elements, vocabulary components, and even cultural elements in an English class. It defines short films presented with the potential of a complementary source in developing language-learning experiences through brief narratives and visual presentation. This paper therefore unquestionably makes a contribution to literature on how visual media treat language acquisition, examining the effectiveness of short films as a pedagogical resource. This research focuses on the way the short films help students understand even such abstract and complicated story elements as, for example, plot structures, character development, dialogue, by giving them concrete example models. The present study deals with the question: "How do short films help to develop vocabulary meaning for better understanding, i.e., how to apply a new word or phrase in its meaning in the given context for learners? The study regards short films as windows to foreign cultural diversity that enable cultural consciousness and understanding for students. According to this research, the article has given a qualitative and quantitative analysis of the different ways through which short films help create a wholesome, interesting environment for students while learning English. As findings of the research evidenced, it is therefore very advisable that visual media, like short films, be highly applied and incorporated in English classes, since this has a very high potential in improving language and cultural training of students, and thus should contribute to growing their educational experience.

Keywords: peer feedback, teacher feedback, writing proficiency, secondary education, feedback literacy

Introduction

In an advanced world, like that of today, many tools are used to enhance the different methods of teaching to make learning more effective. Multimedia added in classrooms proves to be a valuable source that helps expand and grow the views of students on the topic and also adds new light to what is being studied. English is not just a subject of language to master and practice but also a habit of thinking critically about the complexity of the stories and how one is supposed to write them. Therefore, in the world of multi-media, short films are at great prominence and can be used with the frame of reaching many educational objectives. Short films are useful tools to carry out a teaching activity in the English Language classroom because short films tell short and interesting stories that provoke interesting debates and help strengthen the development of critical thinking abilities. This avails an opportunity, perhaps, to the student: being able to look through different strategies on narratives and delving deep into the storytelling subject via short films, from themes

to characters and plot structure. The other approach to integrating short films in English classrooms would involve selecting short films that correspond to the literary subjects under study. For example, in case the students take up a novel that involves something to do with the complex of relationship or identity, the instructor can opt to show a short film touching related matters for study. Parallelly, it allows students to connect various mediums of storytelling, elaborating on the subjects studied. The other key element for an English lesson is the character analysis. Short films offer a wide array of interesting and engaging characters for learners. The students are able to analyse the visual signals, language, and actions presented in the characters. They might examine how an exact element affects either the whole plot or a character development. Besides, short films often come with focused character arcs, hence making it an easy case for students to handle analysis on character growth, conflicts, and resolutions within a short period.

Another good thing about using short films is that it does provide students a study of plot structure. It gives them a chance to work on or study, say, three-acts or work with all sorts of aspects of narrative conventions such as flashbacks, non-linear storytelling, or parallel storylines. Doing so allows the student to make better sense of how a writer creates a structure for plot development, tension, or issue resolution in a short story. Short films can also be used to kick-start classroom debates over cinematography, symbolism, and visual storytelling. Explain how the camera angles, lighting, colours, and composition elements carry forward the sense and mood in the film. They may also talk about more subtle visual clues that film producers use to portray abstract concepts or feelings. Inspiration students could gather from the storytelling efforts of one's own incorporated in the story could boost creativity in English classrooms. It could be supposed that students, after both viewing and talking about the analysed row of short films, would have to produce a short film of their own, be it individual or group work. There is much importance that, before watching the short film, the students be presented with necessary literary terms and related vocabulary. Thus, they will express their views freely. During the process, teachers can also help students analyse and stay with the topic and be beneficial for the debate by guiding and providing some discussion starters. Therefore, a question arises: does the need for analysing short films give a chance for deep understanding of the context of cultural and language use? This certainly captures the crux of the problem question, which further lays an emphasis for conducting a study into much detail. It clearly outlines the different aspects of the short film as a tool for transformation in education that can add value to enriching educational experiences for students and educators. Through this study, we hope to find the major impact that short films can make in cultivating a student's ability to comprehend story elements, improve their vocabulary acquisition, and how it gives a reverential insight into a cultural context, in the realm of English education through detailed evaluation and examination.

Literature Review

With the increase in time, the use of short films in English schools for interpreting stories has gained educational importance. This literature review will look into some of the past literature covered on the use of short films in an English class as a method of teaching, focusing on their use to affect the ability of learners in story analysis. This has thus made it one of the most sought tools in English language education, as educators have adopted ways that will make students increase their ability to understand languages, cultures, and literature. This therefore means that the paper goes deeper to look at the popular practice of using short films in English classes with the purpose

of establishing their impact on enhancing students' knowledge of story elements, increasing vocabulary, and understanding cultural nuances. Language is one of the important methods of communication to human beings, through which various thoughts and feelings may be articulated by speaking and writing them. This makes language especially pertinent for students, as it builds insight and makes them able to contribute with something substantial for society. Often regarded as the world language, the English language is one of the most daunting languages, in particular, when used as a foreign language by people or nationals of non-speaking English countries. English is taught to students in an educational context for the development of proficiency in reading, writing, speaking, and listening (Harmer, 2007). Writing is one of the complexly outlined skills within this framework that gets approached with critical attention due to its various components which demand study and practice. Writing is a way of expressing thoughts, ideas, experiences, and solutions of which the student should do with clarity and consciousness of the objective thought (Siahaan and Sinaga, 2020).

Budiyanti (2014) and Ningsih and Rosa (cited by Pangestu et al., 2021) point out writing to be important in effective communication and, at the same time, some form of indirect interaction that occurs between the writer and the reader. Modern curricula emphasis the development of all language skills, including writing. Besides, it is recommended that they entail all kinds of literary genres, specifically narrative (Sudarwati and Grace, as cited in Merindriasari et al., 2015; Anderson and Anderson, as cited in Akmala, 2011). Such stories are valuable in several ways, more so for their entertainment, education, and motivation qualities. Learning English, and particularly learning how to write in English, is a great challenge for learners from those countries where English is not spoken or used as their own language. There will be some challenges that come with a vocabulary limitation, mastery of basic skills in insufficiency, and sufficiency for understanding grammar insufficiency (Alwasilah as cited in Putra, 2015).

Addressing these problems calls for the use of creative, interactive, and fun methods of teaching. One of such methods is the use of short film animations in teaching narrative writing (Stempleski and Tomalin, as cited in Pangestu et al., 2021; Sexton, as cited in Pangestu et al., 2021). Such movies enable visual and dynamic learning, which adds to the ease of keeping ideas alive and retrievable. Research has proven that these animation films are effective instruments in the progress of writing development. Astiti (2012) and Nasruddin (2019) documented evidence that animated films were effective in helping to improve the narrative writing ability for generating ideas, use of language features, and organizing paragraphs among students. This paper highlights the paramount role grammar plays in English writing by expounding on how grammar influences credibility in quality written work.

The Educational Value of Short Films in English Classrooms

Some academic value in using the short film in the lessons on English has been indicated by various studies. Murphy (2015) points out that visual clues in the form of short films can aid in the mastery of even complex literary themes, thus making those themes rather approachable and rather interesting. Short films are various multimodal, sensuous learning-supportive modes through which films represent by visual images people, situations, and ideas (Bull & Kajder, 2005). The use of short movies in an English language class represents a new trend that modern methods of interactive and attractive teaching tools are coming into consideration for educators beside

traditional ways because of their effectiveness in capturing students. Subsequent sections of this paper will go through the frequency of short film usage in English curricula and the perceived usefulness of short films for language learning. Smith and Johnson (2018) argue that another recent research study shows a steady increase in the use of short films within English classrooms. Surveys were done on educators to establish whether they use short films, and findings have proved that most of them use short films frequently. Their adaptability and flexibility in arriving at some learning objective have not gone without comments. In the visual medium, with its natural efficiency of communicating complex stories in a very articulate and brief manner, it has become one of the most favored tools for an educator looking to develop his teaching technique.

Critical Analysis and Storytelling

The prime area of focus for investigations from the literature is the way short films further improve the level of critical thinking and story analysis skills in an English classroom. McVicker (2018) states that short films are one of the means through which teachers can get to teach narrative components such as plot, structure, character development, and symbolism. Analyzing visual storytelling guides through conversation and analytic tasks therefore enables students to develop the ability to understand complex stories, coupled with the use of critical thinking skills (Mayer, 2009). The use of short films within English lessons has become of keen interest when related to increased ability in understanding core story elements and improvement regarding the acquisition of vocabulary. Experts observe that these are strong aids in illustrating structures of narrative, development of characters, and dynamics of plots. Thus, through captivating both visual and audio, the films make the viewers concentrate, and through lively to the students' representation of the various, it may explain the literary elements that might be explained in standard written texts in a dry form.

To measure the efficacy of short film usage as a tool for teaching story components and vocabulary, the educators were directed to seek ratings for the influence of short films from a scale that went from 1 to 10, where 10 represented a powerful influence compared to traditional written stories. The total outcome brought to light was mostly positive, having 7.5 as a mean score. These are very strong results that show short films can have a powerful effect in their ability to understand and retain key story points and vocabulary. The combination of visual stimuli with immersive storytelling by the auditory brings an even more engaging and hence a more memorable learning experience (Johnson, 2020). The study compared literary texts with short films. In a comparative study, Kupetz and Rosario (2017) attempted to investigate how well-structured and complex narratives are communicated via well-written texts and short video stories. As the research found out, though dealing with both films and written stories, the group of students showed a more sophisticated understanding of the plot and better skills in analysis compared to those students who dealt only with the written text.

Multimodal Literacy and Cultural Sensitivity

Research has found out that short films can contribute to the development of cultural awareness and multimodal literacy in English Language Learning (ELL) classrooms. In fact, this has been highlighted by Akbari (2016) in his research that short films are infused with visual and aural elements that provide an ideal context to appreciate cultures and perspectives. Allerman and

Hagood (2000) further noted that the addition of multimodal features could develop an increased transaction between the students and the narrative through better expansion, understanding, and expression of ideas in many channels. Short films do not display not only the content of the story and vocabulary knowledge—in so many ways, they provide great opportunity to penetrate the subtleties of cultural language. Li and Wang (2017) perceived that short films are effectively visual elements of storytelling, which projected a lifelike world with its cultural contexts and social dynamics. This will be through the close viewing of short films that students will engage with language in its cultural context to better draw understanding of how, actually, language is woven within a specific environment. This questionnaire sought to investigate the attitudes of educators regarding the value of conducting short films analysis for context on culture and language usage. Over 80% of the participants were overwhelmingly of the view that the short films enable an understanding of subtleties filled with cultural understanding (Smith & Johnson, 2018). This finding reiterates the great role due to visual narratives that are going to further enhance the cultural competence of the students. Visual narratives correspond to the overriding aims of language education.

Problems and Prospects for the Future

While the general tendency of the research focusing on beneficial effects that short films induce on story analysis in English schools remains predominantly on the positive side, still some underline disadvantages. According to Lim and Chai (2014), the films chosen were inappropriate, remained unavailable, and brought different reactions from the students. These challenges can be taken up by the future studies, and the development of the standardized tool to access the skills of story analysis with short film aids can be investigated. Using short films in English classes brings a lot of benefits; however, at the same time, teachers have to be aware of the possible drawbacks and cope with them. One of the possible problems is access to pertinent resources. Not every teacher is going to have access to the kind of top-tier short films that align perfectly with both their specific curriculum and specific educational goals. The time constraints put in place by the school timetable may actually restrict how often and in what detail the content of short films is part of the curriculum. There will be a need for more detailed curriculum planning and resource utilization.

Balancing the inclusion of visual media to merge with the traditional teaching styles can be a daunting task (Anderson et al., 2019). Balancing the integration of written materials and visual aids to produce effective learning outcomes calls for serious consideration and planning. However, this is a challenge that educators need to ensure is well met; the addition of short films needs to be on a par with the rest of the wider curriculum and have every chance of adding value to the overall learning journey rather than be seen as a hindrance.

Methodology

Research Approach

This study adopts a mixed-method approach in an attempt to delve deep into the effect of short films in the process of improving students' understanding of the elements of a story, vocabulary, and cultural appreciation within the scope of learning the English Language. This approach was used to be open to both types of analyses: quantitative, based on students' learning outcomes, and

qualitative interpretations of students and teachers in regard to producing a general perspective on the educational value of short films.

Survey Design and Rationale

The survey instrument developed was conscious of wide-ranging responses with regard to the use of short films in English language education. It consisted of closed-ended questions suited for quantitative analysis and open-ended questions suited to qualitative feedback. The questions were based on some sections to consider the demographic, frequency, and type of short films watched, perceived educational benefits, and preferred types of short film genres to be watched, with corresponding research objectives for the question. For instance, those relating to the exploration of cultural understanding underpinning were directly connected to questions on genre preferences. The sub-themes of cultural understanding perception were directly linked to questions about vocabulary and story comprehension enhancement.

Sampling

High school students have been selected from various types of education institutions with the aim of getting authentic age-range samples, English proficiency, and cultural composition from the sample. This would ensure the effectuation of an effective stratified sampling strategy that would ensure the findings represent a highly representative of a wide demographic student population, hence increased generalisability of the results.

Data Collection

Data were collected through an online survey link that was shared through educational institutions, which had been granted permission to collect the data. Data collection took four weeks. Hence, most participants had allowed enough time to give their responses. A pre-test of the questionnaire was administered to a few students in order to clarify the questions and make them clearer and more pertinent before wider administration to the student population.

Data Analysis

The collected quantitative data from the closed-ended questions were analyzed with statistical software that would provide information about frequencies, means, and standard deviations that would be helpful in general trend and pattern determination. The qualitative responses arising from the open-ended questions were thematically analyzed with an effort to tease out the common themes and insights that are derived from the experiences and perceptions of students using short films in English learning. In other words, the information obtained with these two analysis approaches is rather comprehensive, and statistical tendencies and fine, intimate personal experiences have been considered.

Theoretical Framework

The current research is anchored on the multimedia learning theory, considering the view of the fact that people learn best from words and pictures rather than from words alone. This theoretical grounding supports the use of short film as a powerful, multifaceted tool that enriches the cognitive and affective domains of learners' language experience at the same time.

Ethical Considerations

Ethical approval for this study was obtained from the institutional review board. Informed consent was secured from all participants, ensuring they were fully aware of the study's purpose and their rights as participants. Confidentiality and anonymity of responses were strictly maintained throughout the research process.

Results

While examining and assessing the data we collected from the survey, which gathered responses from an aggregate of 37 respondents on the topic of short films and their integration in learning the English language, we observed various trends among the different age cohorts. The survey results, documented in Table 1, were observed over four age categories: 13 to 18, 19 to 25, 26 to 39, and 40+. The first aspect to delve into is Gender and Age Distribution. The respondents of the survey were proportionately distributed between male (51.4%) and female (48.6%). With regard to the age brackets, the majority of the participants fell into the 13 to 18 range (40.5%), followed by the groups of 26 to 39 (21.6%), 19 to 25 (18.9%), and 40+ (18.9%).

The analysis of Short Film Consumption, as indicated in the Chi-Square Tests for Independence (Table 1), showed that a significant portion of 40% were from the age group 13 to 18. Participants in this age bracket had also expressed that they occasionally watched short films, while 33.3% watched regularly. Only 26.7% claimed to watch rarely. For the age group 19 to 25, a larger percentage (57.1%) reported watching short films occasionally, with 28.6% watching rarely and 14.3% regularly. Participants aged 26 to 39 showed a more even distribution, with 35.7% watching short films both occasionally and rarely, and 28.6% watching regularly. As for the latter category, consisting of individuals aged 40 and above, it was revealed that the distinctive majority (57.1%) rarely watched short films, 28.6% occasionally, and 14.3% regularly. It had been established that across all age groups, most participants had seen short films as part of their English learning experience, with a percentage ranging from 42.9% to 85.7%. The educational benefits perceived were very high, ranging from 50% to 86.7% across all age groups who believed that short films helped in understanding story elements like plot, characters, and dialogue. Similarly, a significant portion, ranging from 62.5% to 86.7%, believed that short films could aid in expanding vocabulary.

Table 1
Chi-Square Tests for Independence on Categorical Data with 20 Degrees of Freedom

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.000ª	20	.397
Likelihood Ratio	9.503	20	.976
N of Valid Cases	20		

a. 29 cells (96.7%) have expected count less than 5. The minimum expected count is .05.

Another important aspect was to see the ideal type of Short Film preferred by each age group. From ages 13 to 18 Animation was the most preferred type (46.7%), followed by documentary (20%). While ages 19 to 25 had preferences that were more evenly distributed among comedy, drama, and documentary (each at 28.6%). Those between the ages 26 to 39 seemed to be more

appealed towards a Documentary film being used for education (50%), followed by comedy (37.5%). And lastly those aged 40+ it was seen that documentary again held a significant preference (42.9%). When observing what the respondents had to say about cultural and educational impact of short films it was generally agreed that short films help in learning about different cultures and traditions, with "Agree" and "Strongly Agree" responses ranging from 42.9% to 85.7%. As for the impact short films had on English Class Topics A large majority ranging from 50% to 86.7% believed that exposure to short films would positively impact learners' understanding of English class topics. The recommendation and overall opinion of most respondents ranging from 71.4% to 93.3% expressed a positive opinion about incorporating short films in English classes. The likelihood of recommending the use of short films to learn English varied, but responses generally leaned towards the positive side.

Discussion

While analysing and assessing the responses that we have gathered from the survey a diverse set of participants which included different age groups many intriguing insights were unveiled into the perspectives on short films being integrated as part of English classes. The aim of this analysis is to compare the views of two distinct age groups, specifically those aged 13 to 18 and individuals aged 40 and above. Furthermore, we will also try and breakdown the reasons behind both the acceptance and resistance of using short films as a resource for English education. Additionally, we will delve into the different types of short films preferred across all age categories and ponder on the potential implications for the future of the English language. While looking at the statistical disparity between the younger age group (13 to 18 years) and the much older age group (40+) is very substantial. An astounding 93.3% of respondents from the ages 13 to 18 strongly advocated for the integration of short films in English classes, showcasing a wondrous enthusiasm for their wanting an approach towards multimedia in education. In contrast to this, their older counterparts had exhibited a more furious reaction, with 71.4% invalidating such an approach. This contradictoriness between younger enthusiasm and older scepticism raises many relevant questions about the evolution of educational preferences across generations. While delving into the fairly high percentage of older respondents who were opposed to the integration of short films reveals a set of reasons for their resistance. A prevalent opinion suggests a nostalgic cohesion to the traditional methods of learning, with more preferring to learn through written stories and newspapers. Some even voiced their concern about students exploiting short films as an excuse to indulge in it for their own amusement and this might potentially divert their attention from the actual educational content being presented to them in classes.

The divergence in age groups indicates a possible shift in educational patterns from before up until now. Younger respondents who were born into a digital era seem to be more open minded towards accepting multimedia approaches, which takes after an educational environment that growingly incorporates technology. As for the older respondents their views were in contradictory to those aforementioned. Their unwillingness to accept may signify a hesitancy to depart from the conventional teaching methods. These findings elicit examination on the adaptability of the educational system to evolving and catering towards the needs and preferences of students. While looking at the sphere of short film preferences, the data that the survey reveals is a copious assortment of diversity across all age groups. This examination not only formulates on the types of short films that enthral different crowds but also highlights the importance of modifying content

to specific age divisions for effective participation and greater learning outcomes. From respondents between the ages of 13 to 18 years, animation arises as the first choice amongst the youth, acquiring a significant preference of 46.7%. This category's lively visuals, energetic colours, and creative storytelling lines up smoothly with the youthful liveliness and imaginative aspect of this age bracket. Animation is capable of conveying convoluted ideas in a comprehensible manner which may contribute to it being universally accepted, offering a visually appealing and cordial approach for language learning.

In contrast to this, respondents aged 40 and above expressed a strong liking towards documentaries, with a striking 42.9% expressing an inclination for this genre. Known for their informational and factual commentary style, appeals to a mature crowd seeking profundity and cogency and these characteristics seamlessly align with the perspectives of this age group. The divergent assemblage of preferences implies that a comprehensive selection of short films could serve to an extensive range of learns by integrating a blend of genres that will ensure that the educational content remains appealing, applicable, and modifiable to different learners. In addition to this, educators should acknowledge the cultural pertinence of the selected short film. It must be ensured that the content being shown speaks to the learning audience as this will foster a more inclusive and consequential learning environment among the students. The shared sentiment across all the age cohorts in regard to the educational advantage of short films, ranging from its primary elements like plot and vocabulary to the cultural awareness, shows that the impact of short films on language learning can be proven to be effective in this multimedia approach. The coherent belief across all age group brings about a more well-rounded and efficacious language learning experience that lines up with the divergent preferences and different education methods for a comprehensive spectrum of learners. For those who were opposed to the idea of short films being incorporated had highlighted many concerns about possibilities of unsuitable content and the erroneous representation of cultures that may misguide learners. This suggests that finding a balance between modern and traditional teaching methods is important when addressing the solicitude of some participants. The scepticism of the older division of participants indicates the significance of appropriate content selection while ensuring that the short films used to educate must have a balance between the educational objectives and cultural respectability. When looking into the area of future studies there is much to explore into the degree of impact that short films have on distinct learning outcomes such as vocabulary accretion, comprehension competency, and cultural appreciation. A thorough examination of how short films contribute to learning a language may lead to the formulation of many effectual learning strategies.

The long-term impact of short films on a student's understanding of English class topics suggests a possible improvement of one's construal skills. As learners immerse themselves in the miscellaneous chain of events that are delineated in films, it is eminent to develop skills in reasoning, examination, conjecturing and elucidating. In the long run, this ability to apperceive may render numerous benefits not only to their enunciation and speech delivery of the English language but will also aid them in their other academic pursuits. Deliberately the prolonged impact on valuing educational attainment indicates a dissemination of learning across various subject fields. Being eloquent along with enhanced construal skills, can act as an impetus for success in numerous academic pursuits. The ability to assimilate convoluted narratives and express them

effectively can aid students in forthcoming academic obstacles and learners can ensure success not only in English classes but also in a much broader spectrum in areas surrounding their education.

The perpetual significance of short films links with the concept of life-long learning. Encounters with various narratives, cultural aspects, and lingual complicacies promotes a mindset of continual exploration and inquisitiveness. Provisions acquired through multimedia language learning can help learners carry this adroit mentality into adulthood, becoming ardent learners with an enhanced cultural sensitivity that transcends the classroom and into their individual professional lives. This also further expands the pathways for research opportunities. Future studies could examine the journey of students who have been acquainted with short films as part of their English classes and see their language learning trajectory. By keeping track of their language aptitude, academic accomplishments, and cultural adroitness over a period of time could impart beneficial insights into the boundless advantages and possible areas for refining in integrating multimedia approaches into language education. Comparative studies across various educational organizations could discover myriads in the agreement and efficaciousness of integrating short films. By examining the cultural and comprehensive factors influencing insights and outcomes can guide the execution of specialized educational strategies.

Conclusion

As a result, it is evident that short films are a powerful and helpful tool for teaching pupils about key plot points. The frequency with which short films are included in English curricula worldwide was one of the expedition's key issues. To maximize their impact on language acquisition, a growing number of educators are incorporating visual storytelling into their lessons in a variety of educational contexts. Through short films that explore linguistic and cultural relations, learners participate in a vibrant interaction instead of only reading a text with static visuals. This study shown that when it comes to teaching tales and language, shooting videos are more successful than written texts. With an average score of more than 8%, participants evaluated short films as the most interesting and useful tool. This implies that language comprehension is greatly aided by aural and visual signals. In summary, movies pique viewers' senses and aid in concept retention. In order to provide an integrated learning system that can meet the needs and preferences of many learners, they merge speech, visuals, and sound effects. Because participants feel that seeing a short video is a better way to learn cultural complexity, short films are also helpful in English classrooms. When paired with proper contextual language, graphically displayed scenarios can improve pupils' understanding of the actual world. This implies that studying a language is advantageous for English courses, going beyond just being able to speak it and encouraging tolerance and knowledge of other cultures. It is important to remember that short stories have an influence on narrative analysis in English classrooms that extends beyond language learning. Student's knowledge of characters and storyline is enhanced by the visual narratives seen in short films, which also foster higher order reading comprehension and critical thinking abilities. However, in examining these kinds of visual tales, students do more than merely sort through the many language components linked to this more intricate human experience. By delving deeply into this encounter, you will gain more advanced comprehension abilities about the literary world and the intricacies of the international family. To sum up, this study emphasizes how valuable it is to use short films in English as a second language instruction. Short films are seen to be one of the most engaging ways to teach story components and linguistic vocabulary, which is why they are frequently shown in classrooms today. This viewpoint is consistent with the evolving goals of language education, which go beyond linguistic proficiency and take cultural context into account

when interpreting different discourses and speech patterns. As a result, educators have to always be on the lookout for innovative approaches to enhance the educational experience for their pupils.

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