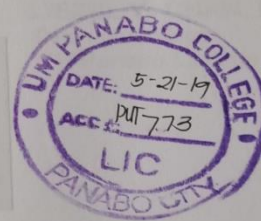
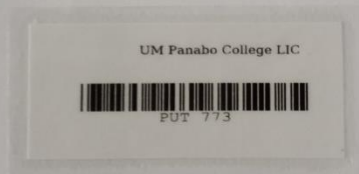


EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LANGUAGE
LEARNERS' VOCABULARY AND ORAL ENGLISH LEARNING
AMONG FIRST YEAR EDUCATION STUDENTS
OF UM PANABO COLLEGE

A Thesis
Presented to the faculty
of UM Panabo College
Panabo City

In Partial Fulfillment
Of the Requirements for the course
Educational Research
(EdRes)




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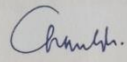
MARCH 2019

ACCEPTANCE SHEET

This thesis entitled "EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LANGUAGE LEARNERS' VOCABULARY AND ORAL ENGLISH LEARNING AMONG FIRST YEAR EDUCATION STUDENTS OF UM PANABO COLLEGE" prepared and submitted by Ivy Grace L. Calibo, Maridel Cerna, and Rachelle S. Mabanta in compliance with the requirements in the Research Subject under the **Department of Teachers Education**, UM Panabo College, Panabo City is hereby accepted.



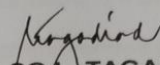
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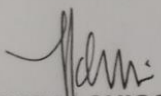
This thesis entitled "EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LANGUAGE LEARNERS' VOCABULARY AND ORAL ENGLISH LEARNING AMONG FIRST YEAR EDUCATION STUDENTS OF UM PANABO COLLEGE" prepared and submitted by Ivy Grace L. Calibo, Maridel Cerna, and Rachelle S. Mabanta in partial fulfilment of the requirements for the course EdRes, has been examined and accepted, and is hereby endorsed.



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Favourably endorsed for approval to **Dr. Liezel V. Chan**, Dean of College of (UMPC) UM Panabo College, Panabo City.


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ABSTRACT

This quantitative research explores the effectiveness of technology on English language learners vocabulary and oral English learning. Research was conducted among the first year students of UM Panabo College. The data was collected using a standardized questionnaire and simulated-telephone conversation. A descriptive correlational design was used. Findings revealed that there was significant relationship between the effectiveness of technology on English language learners' vocabulary and oral English learning. The findings on this study suggests that schools and other educational institution should have modernized technological tools to further enhance the learners acquisition of the language. This study could be used to guide future research in the areas of English language learning.

Keywords: Effectiveness of Technology, Vocabulary, Oral English Learning

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Dedication

I dedicate this accomplishment to my ever loving family. For their unending love and support from the start up to the final wave of this study. I also dedicate this to my teachers and mentors for imparting their effort and knowledge to make this study successful. Above all, I dedicate this to our Almighty God for the knowledge and wisdom He bestowed upon us. This study would not be possible without His guidance and protection.

- Biyay

To my family especially my Mama Annie, thank you for the unconditional love, patience and support. And above all, to Almighty God for always reminding me to remain calm, positive and understanding in the midst of uncertainty. For without Him, this thesis would not be possible.

- Mars

I dedicate this accomplishment to my supportive and loving family. For their undying support from the beginning and all the way. My ever loving husband Jayson Mabanta who always with me, and never failed to support me financially and emotionally. And to my children who were always be my inspiration to go on even on the hardest part of our journey. And to our mentors and teachers who shared their knowledge to make our study successful.

- Ching

TABLE OF CONTENTS

Title Page	i
Approval and Endorsement Sheet	ii
Acceptance Sheet	iii
Abstract	iv
Acknowledgment	v
Dedication	vi
Table of Contents	vii
List of Tables	ix
List of Figure	x
Chapter	Page
1 INTRODUCTION	
Background of the Study	1
Statement of the Problem	2
Hypothesis	3
Theoretical and Conceptual Framework	4
Significance of the Study	6
Definition of Terms	6
2 REVIEW OF RELATED LITERATURE	8
3 METHOD	15
Research Design	15
Research Subject	15
Research Instrument	16
Research Procedure	18
Statistical Treatment of Data	18
4 PRESENTATION AND ANALYSIS OF FINDINGS	19
Extent of Effectiveness of Technology on English Language Learner's Vocabulary in terms of Writing among 1 st Year Education Students of UM Panabo College	19

Extent of Effectiveness of Technology on English Language Learner's Vocabulary in terms of Speaking among 1 st Year Education Students of UM Panabo College	22
The Level of Oral English Learning among 1st Year Education students of UM Panabo College	24
The significant Relationship between Effectiveness of Technology on English Language Learners' Vocabulary and Oral English Learning among 1 st Year Education Students of UM Panabo College	27

5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION 30

Summary of Findings	30
Conclusions	31
Recommendations	32

REFERENCES 33

APPENDICES

- A. Letter of Permission to Conduct the Study
- B. Letter for Validation
- C. Validation sheet
- D. Questionnaire
- E. Certificate of Grammarian
- F. Certificate of Appearance

CURRICULUM VITAE

LIST OF TABLES

Table		Page
1	Distribution of Respondents	16
2	Extent of Effectiveness of Technology on English Language Learners' Vocabulary in terms of Writing among 1 st Year Education Students of UM Panabo College	22
3	Extent of Effectiveness of Technology on English Language Learners' Vocabulary in terms of Speaking among 1 st Year Education Students of UM Panabo College	24
4	Level of Oral English Learning among 1 st Year Education Students of UM Panabo College	26
5	Significant Relationship between Effectiveness of Technology on English Language Learners' Vocabulary and Oral English Learning among 1 st Year Education College Students of UM Panabo College	29

LIST OF FIGURE

FIGURE		Page
1	Conceptual Framework Showing the Variables of the Study	5

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the study

The perception that learning to speak the English language is such a difficult task to do is still common to Filipino students. Thus, it makes others to avoid using the English language as part of learning in any academic and non-academic purposes. However, in today's generation there are individuals who learned to embrace the beauty of using English language to communicate with others through the help of various technological tools available to us.

In Thailand, there are different studies found out that English oral communication skills are desired quality especially for Thai students. A study conducted by Boonkit (2010), as cited by Jeharsae (2012), many of the Thai students are struggling particularly in communicating with others using English as it is not their native language. Even though they have studied English for almost ten long years before they can proceed to a university, but still they are not confident enough to speak fluently using English as a foreign language. In addition, Vasavakul (2006) and Tipmontree (2010), found out that the problem in their study is that oral communication skills of the Thai students were long gaps during interactions, pronunciation, lack of English grammar, and anxiety and lack of confidence when speaking.

In the Philippines, researchers Orbeta and San Jose (2013), stated that although Filipinos are popular as good in speaking the English language

compared to the other Asian countries, it was somewhat disturbing that Filipinos could not successfully maintain their popularity. Reports show that there is great drop-off about the proficiency in the English language oral skills. Also, there was a huge decrease in the amount of Filipinos who fail or could not read, write, speak and reason out using the English language. On the contrary, according to the study of Fried (2008), which state that the level of technology use has destructively connected to the level of student learning and caused an interruption in the learning performance.

It has been observed of the researchers that some of the students in one of the tertiary institutions in Panabo City have the difficulties in speaking with the English language. They tend to use various technological tools due to a lack of vocabulary that could help their oral performance. Students have a tendency to feel shy and easily get nervous in speaking and are afraid to speak because their classmates might laugh at them if they have a poor speaking performance. It is in this premise that the researchers are motivated to conduct this study to determine if the effectiveness of technology on English language learners' vocabulary is attributed to oral English learning.

Statement of the Problem

This study aimed to determine the effectiveness of technology on English language learners' vocabulary and oral English learning of the Freshmen Students of UM Panabo Campus, school year 2018-2019. Specifically, it sought to answer the following questions:

1. What is the extent of effectiveness of technology on English language learners' vocabulary among first year education students of UM Panabo Campus in terms of

1.1 Writing

1.2 Speaking?

2. What is the level of oral English learning among first year education students of UM Panabo Campus in terms of

1.1 Vocabulary;

1.2 Grammar;

1.1 Pronunciation?

3. Is there a significant relationship between effectiveness of technology on English language learners' vocabulary and oral English learning among First Year Education students of UM Panabo College?

Hypothesis

The null hypothesis was tested at 0.05 level of significance in the study which state that there is no significant relationship between effectiveness of technology on English language learners' vocabulary and oral English learning.

Theoretical and Conceptual Framework

This study is anchored on the study of Sharma (2009), which states that the effectiveness of using technology has become immense in teaching and learning the language. The role of the teacher and the role of technology can be a bridge to better learning.

Davies & Hewer (2012), supported this study by stating that aside from using personal computers, there are various technologies that can be used in learning the language. Every technology has its specified purpose that will help learners to develop their writing and speaking skills. Moreover, Stanley (2013), asserts that incorporating technologies into language learning permits learners to interact with others by using English language.

Figure 1 shows the conceptual paradigm of the study. The independent variable is **an Effectiveness of Technology on English Language Learners' Vocabulary**. It is indicated by writing which seems to be a challenging task for every language learners as they should formulate the grammar correctly. The other one is the speaking that refers to ways of humans to communicate through the use of spoken language using the technology (Crum, 2017).

The dependent variable is **Oral English Learning**. According to Jeharsae (2012), it is indicated by the vocabulary, grammar and pronunciation. Vocabulary defines as the words in a language, it is a list of words with their meanings. Followed by the grammar which focuses on the construction and scrutiny of sentences, the structural organization of words

combined to form a larger meaning. Lastly, the pronunciation, it is defined as producing English sounds.

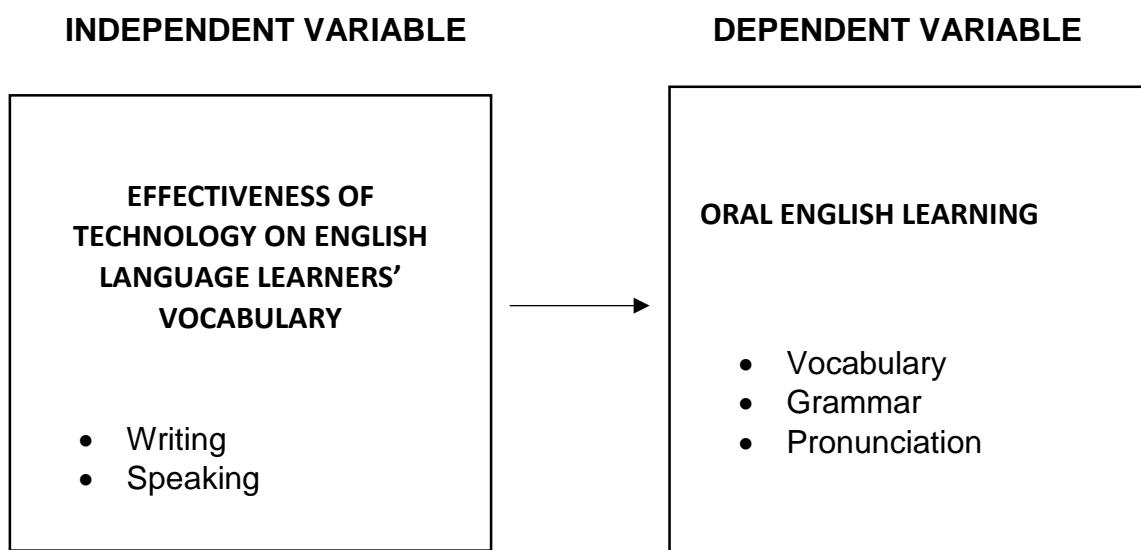


Figure 1. Conceptual Framework showing the Variables of the Study.

Significance of the Study

The result of this study is significant in English language learning and it is benefited to the following:

Language Teachers. The result of this study will help them to implement various techniques and strategies in the field of teaching accompanied by the use of technological tools.

Language Learners. This will help them to realize the role of various technological tools on their learning.

Parents. This will help them to guide children the appropriate utilization of technologies in their home and provide technology relevant to academic enhancement.

Researchers. This may help to widen their knowledge regarding the proper usage of technology in their future field of modern teaching to the enhancement in terms of writing and speaking skills of their future students.

Definition of Terms

The terms below are presented orderly to give a clear meaning of the key terms that are mentioned in different sections of the theoretical framework. Thus, the readers or respondent are going to have a tool to facilitate the comprehension of the literature of our study.

Effectiveness of Technology on English Language Learners'

Vocabulary. According to the Department of Educational Technology ETC-Connection as cited by Alvarado et. al (2014), one way of facilitating learning process as to enhance the performance of the students through utilizing appropriate technological tools.

In this study, it refers to writing and speaking.

Oral English Learning. According to Bradfield et al., (2013); Communication Trust, (2013); Gross, (2013); Hill, (2012); Hougen & Smartt, (2012); Kirkland & Patterson, (2005); Resnick & Snow, 2009; Winch et al., (2010), oral language learning is the groundwork for the improvement of mastery skills and is considered to be a gauge of later reading, writing, speaking and any other academic accomplishments.

In this study, it refers to the ability of the students to speak and student's knowledge in English language measured in terms of vocabulary, grammar and pronunciation.

Chapter 2

REVIEW OF RELATED LITERATURE

This section presents various views, ideas and opinion of several researchers which are relevant in establishing the essence of the study.

Effectiveness of Technology on English Language Learners' Vocabulary

According to Crum (2017), native speakers of English and English language learners may find academic vocabulary as more challenging because it is more precise and abstract. Effective vocabulary teaching improves the relation between words and ideas. If a learner is familiar with the idea then the word that links to the main information will be understood, remembered, and utilized. Lack of word knowledge and vocabularies are the major impediments to fully understand the academic materials and texts. Hence, learners learning the new material is at a greater risk.

However, a study conducted by Crum (2017), found out that the integration of computer technology in education has a significant positive effect on learners' achievement of acquiring vocabulary. Computer technology tools display visual presentations of word connections within texts that helped learners understand words. The use of iPads to present authentic visual and auditory sensory like photographs, videos, displays, and movies allowed learners to create background knowledge of the text, video clips also helped

learners to have voice over explanations of the terms. Technology is an effective tool for giving the vocabulary and contextual knowledge necessary to becoming a successful learner.

Writing. Writing has been defined by Strain-Moritz (2016) as the first coarse draft of a written piece. According to Nomass (2014), the writing process can be very challenging for students of English language as they need to do tasks like producing ideas, organization, and perfect use of grammar and vocabulary. However, over the past few years, writing has remained as one of the essential means of communication. Throughout generations, the manner through which writing is conveyed has changed; due to the development of computers and other technological advancements.

Various technology products offer learner a chance to improve their writing skills like the personal computer which has features like Microsoft Word 2010 and Microsoft PowerPoint 2010. These two program features assist students with spelling, grammar, and sentence structure. Also, these programs enable learners to identify inaccuracies and correct those inaccuracies immediately. As technology continues to progress, the utilization of I-pads, I- pods, and I-phones have become gradually prevalent and common among students. These technological products have become a source of practice in writing for students, like text messaging as a basic device for quick and easy communication.

Moreover, students can easily write, formulate and send messages as these tools provide well-spelled words and proper word choice. In addition to texting, students nowadays use the entire programs in Microsoft Word and

Microsoft PowerPoint to type up assignments, papers, and presentations. Thus, learners take advantage of the spell-check and grammar-check alternatives to guarantee that their work is free of spelling, grammatical and/ or sentence organization errors, allowing learners to save time and energy (Bronwicky, 2014).

Speaking. According to Chaney and Burk (1998), as cited by Bahadorfar and Omidvar 2014, speaking is the manner of constructing and partaking meaning through the use of verbal and non-verbal codes, in a multiple range of contexts. Kenworthy (2004), said that Internet is definitely one of the modern technological ways used by individuals to improve their speaking skills in learning the English language. Learners' brows and utilized tutorials available on websites like Youtube for enhancing their speaking skills. These internet websites prepared exclusively to enhance the speaking skills of English language learners. Furthermore, there are also a wide variety of resources available in the form of newspapers, magazines, journals, electronic libraries and books, dictionaries, encyclopedias, newsletters and news articles that offers learner a chance to improve English language learners' ability to speak the language like the English language, properly.

Moreover, Bahadorfar and Omidvar (2014), stated that technology can arouse the spirit of students and engross them into altered situations. Technology delivers learners a chance to interact in a "self-directed actions," chance for self-paced communications, privacy, and a safe atmosphere wherein students can practice their speaking skills alone in which mistakes can be amended and an explicit response is provided. Comments by a

machine provide supplementary answers by its capacity to track errors and offer learners immediate practice to correct its mistakes.

In addition, Gill (2006), indicated that learners used technologies which contain such elements as the use of PowerPoint Presentation, email exchanges, web-based activities, and synchronize communication through the use of threaded discussion boards, live chat, and simulated communities to have a practice for increasing their capacity to speak fluently. It greatly helps the learners to even correct their own mistake as they speak, and correct it immediately.

Oral English Learning

Oral English learning is considered as the process of preparing the anticipated goal in learning is attained by series of stimulus and responses. Oral language is the groundwork for the improvement of mastery skills and is considered to be a gauge of later reading, writing and any other academic accomplishments (Bradfield et al., 2013; Communication Trust, 2013; Gross 2013; Hill,2012; Hougen &Smartt, 2012; Kirkland & Patterson,2005; Resnick & Snow, 2009; Winch et al., 2010). According to Jeharsae (2012), oral English learning is indicated by the vocabulary, grammar and pronunciation.

Vocabulary. Vocabulary is often used to refer to the totality of all words used in a language and all the meanings they express. Vocabulary plays an essential role in the learners' academic accomplishment as well as in the formal and informal form of speaking and writing (Smith 2004).

One way of developing proficiency and achieving competence in the target language is teaching vocabulary. Teachers have been exerting extra effort to find best technique in teaching vocabulary (Basal et al, 2016). Hence, the advancement in technology has greatly improved the existing situation in

education of teaching vocabulary to students, effectively. Yuksel (2009), signifies that using technology which contains elements like movie clips had an affirmative effect on learners' vocabulary knowledge as the learners' watch it. He associated this development with the contextual clues that movies can offer to students and thus established that movies have the potential to assist vocabulary learning. Learners could see and hear how such words are being expressed and uttered by the characters. Its expression aids learners' understanding of the word, what it is trying to imply to the audience.

Basal, Yilmaz, Tanriverdi and Sari (2016), enumerated various studies which proved that technology like mobile phones with features like SMS messages and other computer programs can be a good source for effective vocabulary teaching. One of the studies he enumerated was the study of Castrillo et al. (2014) in which it was found out that learners have high levels of motivation and participation, as well as having improved their meaning negotiation skills in vocabulary learning with technology. In addition, it was also found out that technological products like mobile phones which has features like WhatsApp is one of the effective tools which provides outside-the- classroom opportunities to practice vocabulary especially for struggling learners.

Grammar. Wilcox (2004) posited that grammar as a system of rules which permits the learners of the language in to generate meaning, by means of constructing both meaningful words and more productions of sentences. According to Saeedi and Biri (2016), even though grammar is one of the essential elements in language learning, learners and even teachers perceive grammar as challenging, difficult and even demotivating due to its complexity. In addition, the process of “decontextualization” is argued to be one of the key

issues about the teaching and presentation of grammar, in some cases that the way grammar is being taught to learners is not effectively applied to its definite use in the outside world. Learners may have a vast knowledge about the grammatical structures and procedures, it still does not certainly guarantee their ability in practically using it.

However, in our today's generation where audiovisual programs has been offered, language learners as well as teachers nowadays are very fortunate to have access on these boundless source of authentic language materials like documentaries, cartoons, movies, and music videos. These multimedia program materials has been effectively helpful for learners to learn the grammar like authentic videos help learners learn the language structures in the real setting. In line with this, a research conducted by Mohammad (2013) as cited by Saeedi and Biri (2016), showed that learners had a positive attitude toward using technology for teaching grammar. It facilitated the learners' understanding of the context in which a specific grammatical structure was used. Allowing learners to better understand the word, and even use it in a particular situation.

Another significant research carried out by Ilin, Kutlu and Kutluay (2013) as mentioned by Saeedi and Biri (2016), showed the positive effect of multimedia programs specifically videos on teaching grammar. It was found that the utilization of videos encouraged learners to participate in the lessons and to learn grammar.

Pronunciation. The Collins Dictionary Online (2015) as cited by Saka (2015) defined pronunciation as the way of precisely pronouncing the sounds in a particular language. It calls for a learner to speak in an intelligible way which is guaranteed by transmitting and understanding the anticipated meaning instead of utilizing the accurate form of grammar. In order for the learners to be intelligible, learners need to comprehend what is heard and to be understood and used appropriate language tools to express the message.

Shrosbree (2008), asserted that videos that are available in several websites expose students to the language in its real context, drawing their attention to speakers' body language and other visual aids which enrich pronunciation. It also helps learners on how to utter words properly and use it in accordance with the system of grammar.

In line with the statement above, McNulty and Lazarevic (2012), added that unlike printed materials, videos offer students with the chance to see and hear the immediate articulation of words, speakers' gestures, facial expressions and other paralinguistic structures that could lead to improving the learners' pronunciation.

The theories above support the researchers' background of the problem to give more meaning and depth to the discussion.

CHAPTER 3

METHOD

This chapter contains the research design, the research subject, the instruments use in the study, the data-gathering and the statistical treatment of the data.

Research Design

This study employed a descriptive correlational method of research in investigating the problem. According to Creswell (2009), this method is design to determine the relationship among two or more variables and aims to investigate the extent in which one or more relationship or type exists. Data about the effectiveness of technology on English language learners' vocabulary and oral English learning were collected and their correlation coefficient was determined using a standardized questionnaire and rubrics that evaluated them in both variables.

Research Subject

The respondents of this study were the first year education students of UM Panabo College. The researchers used random sampling in selecting 100 respondents that were subjected to answer the standardized questionnaire and performed the simulated telephone conversation.

Table 1

Distribution of Respondents

Major	No. of Students
English	34
Mathematics	15
Filipino	17
Generalist	34
Total	100

Research Instrument

The instrument used in gathering the data for the study was composed of two parts; the first part was a standardized questionnaire in determining the Extent of Effectiveness of Technology in English Language Learners' Vocabulary. The second part was a simulated telephone conversation which was pattern from the book of (Davis 1969) in determining the Level of Oral Language Learning of the respondents.

The following scale used in determining the extent of Effectiveness

of Technology on English Language Learners' Vocabulary among the First Year Education students of UM Panabo Campus.

Scale	Interpretation	
4.21- 5.0	This means that the effectivity of technology on English language learners is observed at all times	Moderately Extensive
Descriptive Equivalent	3.41- 4.29	Less Extensive
Very Extensive	2.61- 4.29	Not Extensive
	1.81- 2.60	This means that the effectivity of technology on English observed often times
	1.0-1.80	This means that the effectivity of technology on English language learners is observed occasionally
	Extensive	This means that the effectivity of technology on English language learners is less observed

This means that the technology on learners is not effectivity of English language observed

The following scale were used in determining the Level of Oral English Learning among the First Year Education students of UM Panabo Campus.

Scale	Descriptive Equivalence	Interpretation
4.21- 5.0	Very High	Students have superb level in oral language learning
3.41- 4.29	High	Students have good level in oral language learning
2.61- 3.40	Moderate	Students have fair level in oral language learning
1.81- 2.60	Low	Students have poor level in oral language learning
1.0-1.80	Vey Low	Students have very poor level in oral language learning

Data Gathering Process

In gathering data, the researchers took the following steps:

Letter for Request for Validation. An authorization was sent to the assigned validators of UM Panabo College who evaluated the presented questionnaire.

Request Letter to Conduct the Study. A letter of permission was forwarded to the dean to allow the researchers conduct the study.

Conduct of the study. The test was composed of two parts; the first part for independent variable was a standardized questionnaire

where the respondents were given 10 minutes to answer. The second part for dependent variable was a simulated telephone conversation wherein the respondents chose their partner and formulated two minutes conversation about the topic they had picked, while doing so the researchers recorded the said conversation. After which, there were three teachers who rated the recorded conversation.

Collection of Responses and Scoring of Data. After administering the questionnaires, the results were computed and tabulated.

Statistical Treatment of Data

For the interpretation of the data, the following statistical tool was used.

Mean. This was used to determine the extent of Effectiveness of Technology on English Language Learners' Vocabulary and the level of Oral English Learning of the students.

Pearson-r. This was used to determine the significant relationship between Effectiveness of Technology on English Language Learners' Vocabulary and Oral English Learning among First Year Education students of UM Panabo Campus.

Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter deals with the presentation, analysis and interpretation of the data from the results or findings generated from the study. A tabulated information is presented in this section to show significant points and to pursue the main concern of their investigation- to answer the research question by testing null hypotheses formulated in Chapter 1.

Extent of Effectiveness of Technology on English Language Learners' Vocabulary in terms of Writing among 1st Year Education Students of UM Panabo College

The extent of effectiveness of technology on English language learners' vocabulary among first year students of UM Panabo College is distinguished in terms of writing and speaking. The result is based on a standardized questionnaire with ten (10) items on each of the indicators relating to the effectiveness of technology on English language learners' vocabulary among first year education students of UM Panabo College.

Presented in Table 2 is the extent of effectiveness of technology on English language learner' s vocabulary among first year education students of UM Panabo College in terms of writing with an overall mean of 4.10 with a descriptive equivalent of extensive. It means that the effectiveness of technology on English language learner' s vocabulary of selected students in terms of writing is observed often times. As study conducted by Bronowicki

(2014) showed that in the midst of technological advances, learners writing skills has been declining due to their dependability on technological tools.

Table 2

Extent of Effectiveness of Technology on English Language Learners' Vocabulary in terms of Writing among 1st Year Education Students of UM Panabo College

Survey Questions	Mean	Descriptive Equivalence
1. Providing review in grammar.	4.22	Very Extensive
2. Enabling me to compose better write-up.	4.15	Extensive
3. Providing feedback on my write-up.	3.92	Extensive
4. Helping me improve my written output.	4.14	Extensive
5. Introducing varied writing formats and styles.	4.40	Very Extensive
6. Improving my organization skills.	4.07	Extensive
7. Technology gives review on outlining.	4.21	Very Extensive
8. Offering suggestions for a better write-up.	4.22	Very Extensive
9. Stimulating my ideas for a better write-up.	4.13	Extensive
10. Can be good source of possible research topics.	4.50	Very Extensive
Overall Mean	4.10	Extensive

Legend:

Scale

4.21 – 5.0

3.41 – 4.29

2.61 – 3.40

1.81 – 2.60

1.0 – 1.80

Interpretation

Very Extensive

Extensive

Moderately Extensive

Less Extensive

Not Extensive

Learners perceived technology to do the writing and fix everything. She added that students tend to rely too much on technology and lose out the significance of writing efficiently. In addition, Adams (2007) survey found out that since learners are so used doing multiple tasks online they do not exert such effort into their writing as they have difficulty concentrating on the task. Hence, learner's capacity to write a comprehensive and careful writing assignments is greatly affected.

In the extent of effectiveness of technology on English language learners' vocabulary of the students in terms of writing, the items which illustrates the highest score are the item no.10 "Can be good source of possible research topics." with a mean of 4.50, item no. 5 "Introducing varied writing formats and styles." with a mean of 4.40, item no. 1 "Providing review in grammar." with a mean of 4.22, item no. 8 "Offering suggestions for a better write-up." with a mean of 4.22, item no. 7 "Giving review on outlining." with a mean of 4.21. All described as very extensive which means that the effectiveness of technology on English language learners' vocabulary is observed at all times. Contrarily, the item no. 3 "Providing feedback on my write-up." got the lowest mean of 3.92 and has a descriptive equivalence of extensive and means that the extent of technology on English language learners' vocabulary of students in terms of writing is observed occasionally. The remaining items are item no. 2 "Enabling me to compose better write-up." with a mean of 4.15, item no. 4 "Helping me improve my written output." with a

mean of 4.14, item no. 6 "Improving my organization skills." with a mean of 4.07, item no. 9 "Stimulating my ideas for a better write-up." with a mean of 4.13, all described as extensive which mean that the extent of effectiveness of

technology on English language learners' vocabulary in terms of writing is observed often times.

Extent of Effectiveness of Technology on English Language Learner's Vocabulary in terms of Speaking among 1st Year Education Students of UM Panabo College

Presented in Table 3 is the extent of effectiveness of technology on English language learner's vocabulary among first year students of UM Panabo College in terms of speaking with an overall mean of 4.21 with a descriptive equivalence of very extensive. It means that the extent of effectiveness of technology on English language learner's vocabulary of selected students in terms of speaking is observed at all times. In the study of Perez (2014) found out that technology provides activities that help learners learn the basics in speaking where students mimic and replicate such phonetic activities. It has words or phrases springboard for speech improvement.

In the extent of effectiveness of technology on English language learners' vocabulary of the students in terms of speaking, the item which shows the highest score are the item no. 10 *"Involving me in dialogues and conversations."* with a mean of 4.24, item no. 1 *"Containing situations that challenge my speaking skills."* with a mean of 4.21, both have a descriptive equivalence of very extensive which means that extent of effectiveness of technology on English language learners' vocabulary of the students in terms of speaking is observed at all times. On the other hand, item no. 8 *"Helping me develop confidence in speaking."* got the lowest mean of 3.98 and with a descriptive equivalence of extensive which means that the extent of

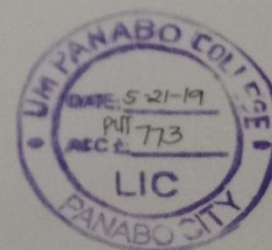


Table 3

Extent of Effectiveness of Technology on English Language Learners' Vocabulary in terms of Speaking among 1st Year Education Students of UM Panabo College

Survey Questions	Mean	Descriptive Equivalence
1. Containing situations that challenge my speaking skills.	4.21	Very Extensive
2. Allowing me to interact with another speaker.	4.10	Extensive
3. Teaching me pronunciations and proper enunciations.	4.15	Extensive
4. Teaching me correct stressing of words.	4.08	Extensive
5. Providing coaching on intonation.	4.03	Extensive
6. Technology guides me on correct pausing and juncture.	4.07	Extensive
7. Allowing me to imitate foreign accents.	4.03	Extensive
8. Helping me develop confidence in speaking.	3.98	Extensive
9. Preparing me to speaking challenges in the future.	4.11	Extensive
10. Involving me in dialogues and conversations.	4.24	Very Extensive
Overall Mean	4.21	Very Extensive

Legend:

Scale	Descriptive Equivalent
4.21 - 5.0	Very Extensive
3.41 - 4.29	Extensive
2.61 - 3.40	Moderately Extensive
1.81 - 2.60	Less Extensive
1.0 - 1.80	Not Extensive

Table 4

**Level of Oral English Learning among 1st Year Education
Students of UM Panabo College**

Indicators	Mean	Verbal Description
Pronunciation	3.45	High
Grammar	3.14	Moderate
Vocabulary	3.01	Moderate
Overall Mean	3.20	Moderate

Legend:

Scale	Descriptive Equivalent
4.21 -5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

The skill for correct pronunciation of words got the mean rating of 3.45. This indicates that pronunciation skill of the respondents is high. Students acquire an impressively concentrated listening which helps them to comprehend their respective partners during their activity. Crystal (2010) as cited by Mikuláščíková (2012) emphasizes the notion that precisely pronouncing the sounds is not the only aspect to have an effective conversation but rather having the skill to comprehend what the others are saying is the most essential factor to have an effective conversation. In line with the statement above, Tennant (2007) as cited by Mikuláščíková (2012) states, that helping students to make their speech rigorously intelligible for others is essential in teaching English as a second language.

The skill for correct grammar usage got the mean rating of 3.14. This indicates that correct grammar usage among respondents is moderate. According to Harris, this result designates that the students make frequent errors of grammar and word order which occasionally has an ambiguous meaning. When an individual speaks the wrong grammar it turns out to be a problem for it creates different meaning in relation to time, space and the number of people in the subject is concerned. Saeedi and Biri (2016) point out that learning grammar has a major effect on precision as well as learning the language and suggested that teaching grammar should be done communicatively in the perspective where it really occurs in order to be effective.

Vocabulary among the respondents got the mean rating of 3.01. This shows that the respondents have moderate level of vocabulary skills. Respondents frequently use the wrong words and conversation to some

degree is limited because of inadequate vocabulary. Vocabulary size is a reflection of how refined, intelligent or well-read a person is and it is something valuable. Thus, it is unfortunate to note that the respondents limited level of vocabulary can affect their intelligence as a whole. Won (2008) asserts that acquiring vocabulary plays an essential role in speaking, listening and learning but obtaining first-hand vocabulary is not easy.

Increasing vocabulary establish a vital role for English language learners who encounter a lot of unknown words and are less ready to use linguistic and discourse clues to rewrite unknown vocabulary. Effective vocabulary teaching should manufacture a sufficient significant of word numbers and understanding. Describing and finding out word definitions isn't enough. Vocabulary improvements are seen in each English language learners and native English speakers once the meanings of academically valuable words were taught in relation with techniques of utilizing information from the morphology, situation, understanding of several meanings, and similar nature to grasp the word meaning (Crum, 2017).

Significant Relationship between Effectiveness of Technology on English

Language Learners' Vocabulary and Oral English Learning among 1st Year Education Students of UM Panabo College

Table 5 shows that there is a significant relationship between Effectiveness of Technology on English Language Learners' Vocabulary and oral English Learning among 1st Year Education students of UM Panabo College.

Table 5
Significant Relationship between Effectiveness of Technology on
English Language Learners' Vocabulary and
Oral English Learning among
Education Students of UM Panabo
College

Correlation Coefficient	
Oral English Learning	
Effectiveness of Technology on English Language Learner's Vocabulary	-0.02
P(0.00) < 0.05	* Significant

As to the data shown among 1st year education students, the result of the computation of using the r-value is -0.02. The P-value 0.00 which is less than 0.05. Thus, the null hypothesis is not accepted. Therefore, it can be stated that there is a significant relationship between effectiveness of technology on English language learners' vocabulary and oral English learning among 1st year education students of UM Panabo College. This implies that the effectiveness of technology on English language learners' vocabulary correlates with oral English learning.

The result of this study agrees with the study of Sharma (2009) which states that technology has a great effect in teaching and learning the language and thus it changes the role of teachers in teaching and can lead to advanced learning outcomes.

Moreover, Jeharsae (2012) stated that learning with technology improved the learner's meaning negotiation skills in vocabulary, helped the learners to understand the discourse in which a particular grammatical structure was used, provided repeated lessons hence developed the learners' pronunciation.

In addition, Stanley (2013), asserts that incorporating technologies have various benefits into language learning, one of it is it permits learners to interact with others by using English language.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter represents the summary of findings, conclusions, and recommendation of the study.

Summary of Findings

Based on the result formulated from the data collected, the researchers found out the following:

1. The extent of effectiveness of technology on English language learners' vocabulary among first year education students of UM Panabo College in terms of writing has an overall mean of 4.10 interpreted as observed often times and in terms of speaking has an overall mean of 4.21 interpreted as observed at all times.

2. The level of oral English learning among first year education students of UM Panabo College in terms of vocabulary has an overall mean of 3.01 interpreted as fair, in terms of grammar has an overall mean of 3.14 interpreted as fair and in terms of pronunciation has an overall mean of 3.45 interpreted as good level of oral language learning.

3. The computed r-value -0.02 with the $P(0.00) < 0.05$ which is less than 0.05 level of significance. Therefore, the null hypothesis is rejected.

Conclusions

In the light of the findings of the study the following conclusions were drawn:

1. The extent of effectiveness of technology on English language learners' vocabulary among first year education students of UM Panabo College in terms of writing is extensive and in terms of speaking is very extensive.

2. The level of oral English learning among first year education students of UM Panabo College in terms of vocabulary is moderate, in terms of grammar is moderate, in terms of pronunciation is high.

3. There is a significant relationship between effectiveness of technology on English language learners' vocabulary and oral English learning among first year students of UM Panabo College.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were drawn:

1. Teachers may read the write-up of every student and may provide helpful feedback in order for them to be aware where they have mistaken and so they can improve their writing skill.

2. Teachers may give learners the advantage of communicating in real-time conversation with English

3. Using dictionaries in any technology devices can help students improve their knowledge in vocabulary. Aside from that there are dictionaries in our devices that suggests the correct pronunciation, and suggests proper usage of the grammar of the terms.

4. There may also be follow-up research related to this study by using other indicators and additional research subjects like other departments which would make this output as a basis in conducting the same study.



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Appendix A

Letter of Permission to Conduct the Study

August 24, 2018

DR. LIEZEL V. CHAN
Dean of College
UM Panabo College
P.N. Arguelles St., Panabo City

Dear Ma'am:

The undersigned are currently undertaking a study entitled "**Effectiveness of Technology on English Language Learner's Vocabulary and Oral English Learning**".

In line with this, we would like to ask permission from your good office to allow us conduct our study to the first year students of UM Panabo College specifically the students coming from DTE.

The data shall be treated with outmost confidentiality.

We highly appreciate your positive response to this matter.
Thank you and God bless.

Respectfully yours,


IVY GRACE L. CALIBO


MARIDEL CERNA


RACHELLE S. MABANTA
Researchers

Noted by:


CELSO L. TAGADIAD, Ph. D
Adviser

Approved by:


LIEZEL V. CHAN, Ph. D
Dean of College

Appendix B-1

Letter for Validation

August 3, 2018

DR. AMELIE L. CHICO
Faculty
UM Panabo College

Ma'am:

Greetings!

We would like to inform you that you are one of the chosen expert validators of our research instruments on "**Effectiveness of Technology on English Language Learners' Vocabulary and Oral English Learning**".

In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be a great help also if you could write your comments, suggestions, and recommendations that can improve our study.

Thank you for your time and contribution in accomplishing this study.

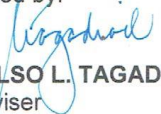
Respectfully yours,


IVY GRACE L. CALIBO


MARIDEL CERNA


RACHELLE S. MABANTA
Researchers

Noted by:


CELSO L. TAGADIAD, Ph.D.
Adviser

Appendix B-2

Letter for Validation

August 3, 2018

PROF. JEANILYN E. TACADENA
Faculty
UM Panabo College

Ma'am:

Greetings!


We would like to inform you that you are one of the chosen expert validators of our research instruments on **"Effectiveness of Technology on English Language Learners' Vocabulary and Oral English Learning"**.


In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be a great help also if you could write your comments, suggestions, and recommendations that can improve our study.

Thank you for your time and contribution in accomplishing this study.


Respectfully yours,


IVY GRACE L. CALIBO


MARIDEL CERMA


RACHELLE S. MABANTA
Researchers

Noted by:


CELSO L. TAGADIAD, Ph.D.
Adviser

Appendix B-3

Letter for Validation

August 3, 2018

DR. MARIESEL A. LAUREL
Faculty
UM Panabo College

ok AH

Ma'am:


Greetings!

We would like to inform you that you are one of the chosen expert validators of our research instruments on **"Effectiveness of Technology on English Language Learners' Vocabulary and Oral English Learning"**.

In view of this, it would be appreciated if you could share and give your expertise by rating its contents. It would be a great help also if you could write your comments, suggestions, and recommendations that can improve our study.

Thank you for your time and contribution in accomplishing this study.

Respectfully yours,


IVY GRACE L. CALIBO


MARIDEL CERNA


RACHELLE S. MABANTA
Researchers

Noted by:


CELSO L. TAGADIAD, Ph.D.
Adviser

Appendix D-1
Survey Questionnaire

Part 1: Survey Checklist

**Effectiveness of Technology in Enhancing Communication Skills in
terms of Writing Skills**

Perez, V. (2014)

Name: _____ **Year Level/ Major:** _____

Directions: Rate the level of technology upon learning English language. Please indicate whether you (5) strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree, and (1) strongly disagree. Please read each statement carefully. Mark the answer of your choice.

WRITING	5	4	3	2	1
1. Technology provides review in grammar					
2. Technology enables me to compose better write-up.					
3. Technology provides feedback on my write-up.					
4. Technology helps me improve my written output.					
5. Technology introduces varied writing formats and styles.					
6. Technology improves my organization skills					
7. Technology gives review on outlining.					
8. Technology offers suggestions for a better write-up					
9. Technology stimulates my ideas for a better write-up.					
10. Technology can be good source of possible research topics.					
SPEAKING	5	4	3	2	1
1. Technology contains situations that challenge my speaking skills.					
2. Technology allows me to interact with another speaker.					
3. Technology teaches me pronunciations and proper enunciations.					
4. Technology teaches me correct stressing of words.					
5. Technology provides coaching on intonation.					
6. Technology guides me on correct pausing and juncture.					
7. Technology allows me to imitate foreign accents.					
8. Technology helps me develop confidence in speaking.					
9. Technology prepares me to speaking challenges in the future.					

10. Technology involves me in dialogues and conversations.

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Appendix D-2

Part 2: Situational Conversation

Oral English Rating Sheet

Harris, D. "Testing English a Second Language"

Respondent: _____

Score: _____

Rater: _____

Date: _____

To determine the oral skills of the respondent the following questionnaire will be answered using the following scale for the interpretation:

Scale	Adjectival Rating	Interpretation
4.51-5.00	Very High	Oral Skills is Very High
3.51-4.50	High	Oral Skills is High
2.51-3.50	Moderate	Oral Skills is Moderate
1.51-2.50	Low	Oral Skills is Low
1.00-1.50	Very Low	Oral Skills is Very Low

PRONUNCIATION

____ 5. Has few traces of foreign accent.

____ 4. Always intelligible, though one is conscious of a definite accent.

____ 3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.

____ 2. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.

____ 1. Pronunciation problems so severe as to make speech virtually unintelligible.

GRAMMAR

____ 5. Makes few (if any) noticeable errors of grammar or word order.

____ 4. Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.

____ 3. Makes frequent error of grammar and word order which occasionally obscure meaning.

____ 2. Grammar and word order errors makes comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.

____ 1. Errors in grammar and word order so serve as to make speech virtually unintelligible.

VOCABULARY

- ____5. Use of vocabulary and idioms is virtually that of a native speaker.
- ____4. Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
- ____3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
- ____2. Misuse of words and very limited vocabulary make comprehension quite difficult.
- ____1. Vocabulary limitations so extreme as to make conversation virtually impossible.

Simulated Situational Conversation

General instructions: (*To the respondents*) Please listen to the directions carefully.

Directions: The students will work in pairs. Each pair will develop a conversation on any of the following. A time limit of two (2) minutes preparation and two (2) minutes delivery will be given.

1. You represent the dean's office and phone Eddie's mother about Eddie's illness.
2. You make a phone call to your prospective employer asking for an interview.
3. You make a phone call to a hotel requesting for a room reservation.
4. You make a phone call to PAL Office informing them of the cancellation of your booking.
5. You make a phone call to your best friend inviting him/her to your wedding.
6. You make a phone call to your mother informing her that your father met an accident.
7. You make a phone call to the Police Station asking for assistance to crime related incident in your office.
8. You make a phone call to your best friend telling him/ her that you have seen him/her nude of one of the internet websites.
9. You make a phone call to your instructor congratulating him for passing the board exam.
10. You make a phone call to the Dean's Office inquiring the admission requirements for transferees.
11. You make a phone call to your sister in Singapore telling her that her son has won the prize in the Megalotto amounting 50, 000, 000.00 pesos.
12. You represent the Personnel's Office and make a phone call to Mr. Estanda informing him that he is a recipient of the Jubilee Award.
13. You make a phone call to your mother telling that you have passed the scholarship exam to Australia.
14. You make a phone call to the Registrar's Office to follow-up your request for a transcript of records and honorable dismissal.

15. You make phone call to the bank officer informing him that your ATM card was captured.
16. The teacher and Tom's mother's conversation about Tom's illness at the dean's office.
17. Manager and the receptionist's conversation about the number of customers coming at the hotel.
18. Classmates' conversation about their assignments at the school library.
19. Police and the suspect's conversation about the murdered happened at the Police station.
20. Husband and wife quarreled about the responsibility at home.

21. Service crew and a customer's conversation about the food at the Fast-food court.
22. You invite your best friend to your wedding.
23. A sales lady and a customer's conversation about the sizes of the shoes at the shoe section of the mall.
24. Michelle telling Joan about her nude photo she has seen in one of the internet websites.
25. Janitor and the passenger's conversation about the necklace founded at the airport.
26. Parent and the administrator's conversation about requirements for admission for transferees.
27. Friends' conversation about the upcoming Intramurals at the school bench.
28. Mother and the daughter's conversation about the prices of meats at the market place.
29. Student and the registrar's conversation about the request for a transcript of records and honorable dismissal at the Registrar's Office.
30. Siblings' conversation about their allowance at the living room.
31. Father and son's conversation about passing the scholarship exam to Australia.
32. Professors' conversation about the result of the final exam at the faculty room.
33. Librarian and student's conversation about the process of borrowing a book at the Library.
34. Veterinarian and customer's conversation about the recovery of his/her pet at the Veterinary clinic.
35. Doctor and patient conversation about his/her illness at the Doctor's Office.

Appendix E

Certificate of Grammarian



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Date: OCT. 15, 2018

ENDORSEMENT


(for the submission of manuscript for editing)

This is to endorse the manuscript of following students for editing:

Title: EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LANGUAGE LEARNERS'
VOCABULARY AND ORAL ENGLISH LEARNING

Researchers: WY GRACE L. CALIBO
MARIDEL CERNA
RACHELLE S. MABANTA


CELSO L. TAGAPIAD, Ph.D.
Adviser's Name & Signature


Attested by: 
MARIEL LAUREL, Ed.D.
Subject Teacher's Name & Signature



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certification

This is to certify that the thesis manuscript/feasibility study/business plan entitled
"EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LANGUAGE LEARNERS' VOCABULARY AND ORAL ENGLISH LEARNING"
prepared and submitted by CALIBO, WY GRACE L., CERNA, MARIDEL, MABANTA, RACHELLE S.
has
been reviewed and edited by the undersigned according to the format and standards
prescribed by the UMPC Research.


RHEVA VALERA-CORNEL, MAED

Name and Signature of Editor

Appendix F

Certificate of Appearance



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

_____ and conducted SURVEY
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LEARNERS' VOCABULARY AND ORAL ENGLISH LEARNING"
during the period _____
(State inclusive dates)

JENY DUY CAPAROS
Name and Signature of Authorized Personnel



UM Panabo College
Research Office
Arguelles St., San Francisco
Panabo City

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the

_____ and conducted SURVEY
(Name of Office/Agency) (State activity)
in relation to their thesis/FS entitled "EFFECTIVENESS OF TECHNOLOGY ON ENGLISH LANGUAGE LEARNERS' VOCABULARY AND ORAL ENGLISH LEARNING"
during the period _____
(State inclusive dates)

Sligma
Name and Signature of Authorized Personnel

Plagiarism Test

The screenshot shows the Turnitin interface. On the left is the 'Turnitin Panabo' sidebar with a list of authors. The main window displays a document titled 'Effectiveness of Technology on English Language Learners' with a 18% match. A 'Match Overview' panel on the right lists the following matches:

Match Number	Source	Match Percentage
1	Techniques to Improve Student Learning	14%
2	Submitted to St. Joseph's University	1%
3	Language Learning Through Technology	1%
4	Submitted to University of the Philippines	1%
5	Effectiveness of Technology on English Language Learners	1%
6	Submitted to St. Joseph's University	<1%
7	Submitted to St. Joseph's University	<1%
8	Submitted to St. Joseph's University	<1%

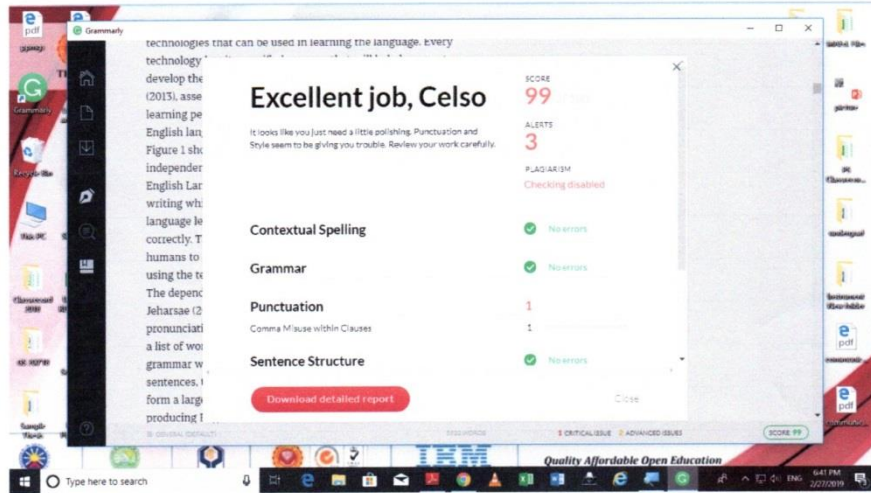
CALIBO/CERNA/MABANTA

FIRST RUN PASSED 18% (11/29/18)

CONGRATULATIONS

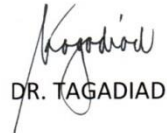
DR. AMELIE L. CHICO
Research Coordinator – UMPC

Grammarly Test



CONGRATULATIONS !!!

Calibo/ Cerna/ Mabanta


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CURRICULUM VITAE



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2007-2013

AFFILIATION

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Future English Teachers Association
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Secondary: Maragusan National High School
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AFFILIATION

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