



Technology Acceptance on English Language Proficiency Among Third-Year Bachelor of Elementary Education Students at Iba College of Mindanao

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¹An Undergraduate Thesis Presented to the Faculty of Department of Elementary Education,
In Partial Fulfillment of the Requirements for the Degree: Bachelor of Elementary Education

Publication Date: 2026/10/09

How to Cite: Art Cedrick P. Arandez; Jackelyn I. Eroja; Vina P. Antonio; Arman D. Nuezca; Moonyeen Lilleth V. Antonio; Lleomar Japuz; Adelina O. Antonio (2026) Technology Acceptance on English Language Proficiency Among Third-Year Bachelor of Elementary Education Students at Iba College of Mindanao. *International Journal of Innovative Science and Research Technology*, 11(5), 4700-4751. <https://doi.org/10.38124/ijisrt/26may056>

APPROVAL SHEET

In partial fulfillment for the degree Bachelor of Elementary Education, this study entitled: Technology Acceptance and English Language Proficiency among Third-Year Bachelor of Elementary Education Students at IBA College of Mindanao, has been prepared and submitted by Art Cedrick P. Arandez and Jackelyn I. Eroja, who is recommended for the corresponding oral defense.

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ABSTRACT

Technology integration in education has become increasingly prominent, with mobile devices offering new opportunities to enhance learning. The study aimed to investigate the relationship between student's acceptance of technology and their English language proficiency in the Bachelor of Elementary Education program at IBA College of Mindanao for the academic year 2024–2025. Specifically, it evaluated students' perceptions of using mobile devices for learning English, utilizing the Technology Acceptance Model (TAM), focusing on system characteristics, material characteristics, perceived ease of use, perceived usefulness, attitude toward use, and behavioral intention. Additionally, the study assessed students' English proficiency levels using a standardized assessment tool.

The study employed a quantitative research design, specifically descriptive-correlational, and utilized the Pearson product-moment correlation. Participants were randomly selected from third-year Bachelor of Elementary Education students.

The results revealed a moderate positive correlation between technology acceptance and English proficiency. Students demonstrated favorable attitudes toward using mobile devices to enhance their English skills in terms of (a) system characteristics, (b) material characteristics, (c) perceived ease of use, (d) perceived usefulness, (e) attitude toward use, and (f) behavioral intention. A significant relationship was found between students' positive attitudes toward mobile device use and their English language proficiency.

A comparative analysis between English proficiency achieved through technology-enhanced learning and traditional book-based learning is recommended for future research.

Keywords: *Technology Acceptance, English Proficiency, Mobile Devices, Language Learning, Education, TAM (Technology Acceptance Model), System Characteristics, Material Characteristics, Perceived Ease of Use, Perceived of Usefulness, Attitude About Use and Behavioral Intention.*

ACKNOWLEDGEMENT

The author sincerely appreciate Dr. Arman Nuezca, the research adviser, for the invaluable guidance, expertise, and unwavering support throughout the study. The steadfast efforts, insightful input, and encouragement were instrumental in the successful completion of this research.

The researcher further extends heartfelt gratitude to Mrs. Vina Antonio, our research adviser, for her significant assistance in conducting the statistical treatment of the study. Her expertise, patience, and continued support greatly contributed to the quality and completion of this research.

The researchers also extend their sincere gratitude to Sir. Teodoro Suarez for his invaluable support in distributing the survey questionnaire, as well as for granting permission to conduct the study. His dedication, vital to the smooth progress of the research project.

Sincere appreciation is also extended to Ma'am. Moonyeen Lilleth V. Antonio, Ma'am. Adelina O. Antonio, and Sir Renante Antonio for their time and support in reviewing and approving the request letter. The author are grateful to Ma'am. Jackielyn Bornada for granting permission to conduct the pilot testing with the Third Year Bachelor of Early Childhood Education students, which allowed for the assessment of the questionnaire's reliability. Your support has been a key factor in the success of the study.

The author wishes to express profound gratitude to their parents, Mr. Ricardo L. Arandez, Mrs. Nelbe P. Arandez, Mr. Paulino Eroja, and Mrs. Teriseta Eroja, for their unwavering support, unconditional love, and constant encouragement. Their belief in the author's abilities and continued motivation have been a great source of strength throughout the journey.

Above all, the author gives thanks to Almighty God for His abundant blessings, guidance, and presence throughout every phase of this research. His divine wisdom, grace, and constant companionship have provided strength, motivation, and a clear sense of purpose in completing this endeavor.

DEDICATION

This research is lovingly dedicated to all the people who have stood by us with guidance, support, and encouragement throughout this meaningful journey. We are deeply grateful to our parents for their constant love, support, and understanding for being there during hardships, for encouraging us not to give up, and for guiding us with their advice. Your emotional and financial support made the success of this study.

We would also like to express our heartfelt appreciation to Ma'am Jackielyn Bornada for allowing us to conduct the pilot testing with the Third-Year Bachelor of Early Childhood Education (BECED) students and to all the respondents who participated in the pilot testing, thank you so much for your time, cooperation, and support, which greatly helped improve our questionnaire and the overall quality of this study.

Above all, we dedicate this work to Almighty God for His endless grace, wisdom, and strength, which guided us from the beginning until the completion of this research.

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CHAPTER ONE

INTRODUCTION

➤ *Background of the Study*

In today's digital age, mobile devices play a critical role in enhancing educational experiences by enabling flexible, accessible, and learner-centered instruction. Defined by Crompton (2015), mobile learning is "learning across multiple contexts, through social and content interactions, using personal electronic devices." These tools empower learners to engage with educational content anytime and anywhere, thus promoting autonomy and continuous learning. These devices also support communication and collaboration with peers and teachers, making group work and feedback more efficient.

Due to its focus on English proficiency in education, the Philippines provides a vital setting for examining the impact of incorporating mobile devices on language learning outcomes. Research conducted by Alonzo et. Al (2019) has brought attention to the growing dependence of Filipino students on mobile devices for different aspects of their academic and social lives. Nevertheless, the consequences of this widespread use of technology for language learning still need to be fully understood.

Recent research by Garcia et al. (2020) examined the impact of mobile-assisted language learning (MALL) on English language proficiency among undergraduate students. Their study reported positive outcomes, demonstrating that the students who engaged with mobile learning activities showed significant improvement in language skills and demonstrated higher motivation and engagement. While these findings are promising, a need remains to investigate further the specific factors influencing students' perceptions and acceptance of mobile device usage in language learning.

With the increasing prevalence of mobile devices and the importance of English language proficiency, there is a pressing need to understand how mobile device usage influences language learning outcomes among students. By investigating the level of Technology Acceptance towards the use of mobile devices usage in English language proficiency among third-year students at IBA College of Mindanao in terms of system characteristics, material characteristics, perceived ease of use, perceived usefulness, attitude about use, and behavioral intention, this study aims to explore on the potential effects and implications for English language proficiency development.

➤ *Theoretical Framework*

The study was grounded in the Technology Acceptance Model (TAM), originally developed by Davis (1989) and later adapted by Alberto Andújar (2016) for use in mobile-assisted language learning contexts. The TAM framework posits that two main factors Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) determine an individual's intention to use technology. PU refers to the degree to which a person believes that using a particular technology will enhance their performance, while PEOU refers to how effortless the technology is to use. These beliefs influence users' attitudes and behavioral intentions, which ultimately predict actual technology usage.

The study, TAM was applied to examine how students' acceptance of mobile technology measured through system characteristics, material characteristics, perceived usefulness, perceived ease of use, attitude, and behavioral intention affects their English language proficiency, which includes grammar, vocabulary, speaking, and reading. The English proficiency assessment was based on a test developed by Emilio Jaramillo (2013), commonly used to evaluate second-language learners.

The theoretical framework is supported by previous research. For example, Al-Emran (2018) found that students' acceptance of mobile learning positively influences language learning outcomes. Likewise, Hernandez and Cuevas (2021) concluded that favorable attitudes toward mobile technologies result in higher engagement and improved English performance. These studies reinforce the TAM model's relevance in educational contexts, particularly in language acquisition.

Thus, this research proposes that greater acceptance of mobile learning technologies, as conceptualized in the TAM model, is associated with higher levels of English proficiency among third-year Bachelor of Elementary Education students at Irene B. Antonio College of Mindanao Incorporated.

➤ *Conceptual Framework*

The study is anchored on the Technology Acceptance Model (TAM), first introduced by Davis in 1989. TAM is rooted in the Theory of Reasoned Action and is widely used to explain how people accept and use technology. It highlights two key factors: perceived usefulness and perceived ease of use. Davis explained that when a system is easy to use, it increases its perceived usefulness and encourages actual usage, thereby improving user performance.

In the context of Mobile Assisted Language Learning (MALL), TAM is a suitable model to assess how students adopt mobile technologies to enhance their English language learning. Abu-Al-Aish and Love (2015) found that students' acceptance of mobile learning in higher education strongly depends on how useful and easy they believe the technology is. Similarly, Al-Emran and Shaalan (2017) reported that both teachers and students in Oman demonstrated high awareness and readiness for mobile learning, reflecting its growing role in education. In a broader review, Al-Emran et al., (2018) confirmed that TAM remains one of the most effective frameworks for explaining mobile learning adoption across different contexts.

Recent studies further highlight both the strengths and challenges of MALL. Nikou and Economides (2017) emphasized that mobile technologies support collaboration, flexibility, and student-centered learning, but they also bring risks such as distraction and shallow engagement. Likewise, Hoi (2020) showed that mobile learning enhances learner autonomy and adaptability, allowing personalized study practices that fit the needs of modern learners.

In summary, the integration of TAM in MALL research underscores the importance of user perceptions in technology adoption. These findings demonstrate that while MALL provides flexibility, portability, and improved engagement, it also requires addressing its limitations. This framework guides the present study in exploring how students in the Philippines accept and use MALL for English language learning.

➤ Schematic Diagram

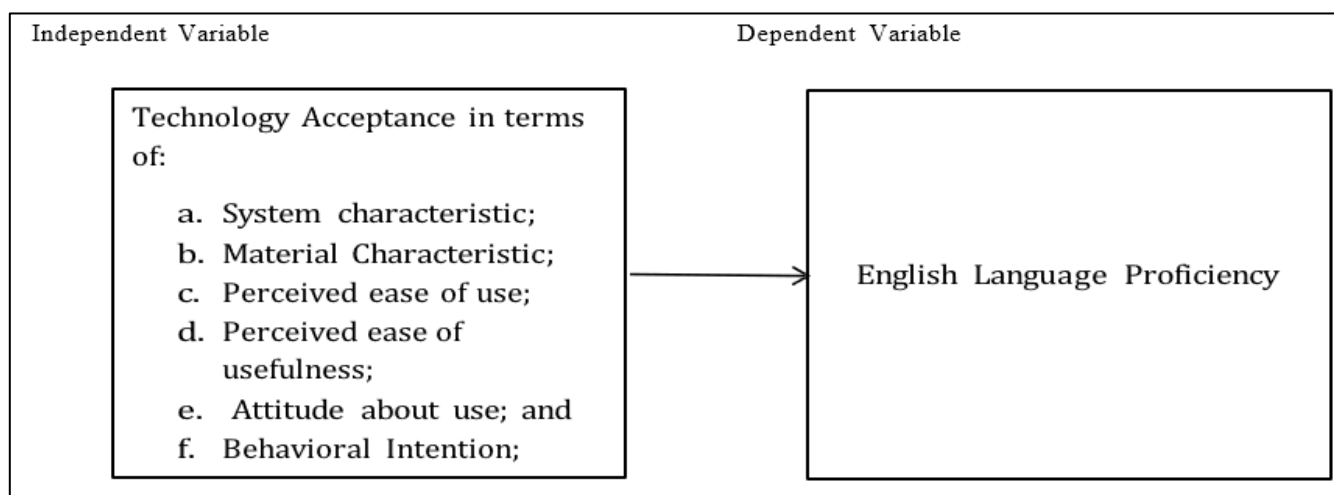


Fig 1 Schematic Diagram Showing the Influence of the Independent and Dependent Variable.

➤ Statement of the Problem

The study was conducted to investigate the relationship between technology acceptance and English language proficiency among third-year Bachelor of Elementary Education students at IBA College of Mindanao, Valencia City, Bukidnon. Specifically, it sought to answer the following questions:

- What is the level of technology acceptance of third year students in terms of:
 - ✓ System characteristics;
 - ✓ Material characteristics;
 - ✓ Perceived ease of use;
 - ✓ Perceived usefulness;
 - ✓ Attitude about use; and
 - ✓ Behavioral intention?
- What is the level of English Proficiency of third year students ?
- Is there a significant relationship between student's technology acceptance and English proficiency?

➤ Objective of the Study

Generally, the study aimed to examine the relationship between technology acceptance and English language proficiency among third-year Bachelor of Elementary Education students at IBA College of Mindanao. Specifically, it aimed to:

- Describe level of technology acceptance of third year students in terms of:
 - ✓ System characteristics;
 - ✓ Material characteristics;
 - ✓ Perceived ease of use;
 - ✓ Perceived usefulness;
 - ✓ Attitude about use; and
 - ✓ Behavioral intention;
- Determine the level of English Proficiency of third year students; and
- Examine whether there is a significant relationship between students' technology acceptance and English proficiency.

➤ *Hypothesis*

The hypothesis was tested at 0.05 level of significance.

- H_0 : There is no significant relationship between technology acceptance and English language Proficiency.

➤ *Scope and Delimitation*

The study was conducted in the Department of Education at IBA College of Mindanao during the second semester of the academic year 2024-2025. It focused solely on examining the relationship between technology acceptance and English proficiency among third-year students enrolled in the Bachelor of Elementary Education program. The demographic profile of the participants was not included in the study. Initially, 80 participants were expected from two sections of BEED, but only 50 students agreed to participate by providing their consent.

The study's scope was limited to assessing students' level of technology acceptance toward integrated mobile device usage in the context of English proficiency in terms of system characteristics, material characteristics, perceived ease of use, perceived usefulness, attitude toward use, and behavioral intention. The study employed a quantitative research design utilizing a structured questionnaire based on the Technology Acceptance Model (TAM).

➤ *Significance of the Study*

The findings of the study revealed the significance of mobile devices as tools to facilitate student learning and enhance English language proficiency. Specifically, the study will benefit for the following:

For Curriculum Developers. This study will serve as a guide in designing language learning materials and activities that align with students' preferences and technological capabilities. It can help ensure that curriculum content remains engaging, relevant, and compatible with current digital tools.

For Future Researchers. This study will open avenues for future research to expand and refine the relationship between mobile device usage and language proficiency. It may also serve as a valuable source of information about how students integrate mobile technology into English language learning.

For Parents. This study offers insights into the role of mobile devices in their children's language learning. Recognizing the potential benefits of technology-enhanced learning may encourage parents to provide support and guidance in accessing educational resources and fostering digital literacy skills at home.

For School Administrators. This study provides important information for decision-making regarding technology integration and resource allocation. Understanding the benefits of mobile device usage in language learning can inform the development of policies and initiatives that foster supportive and inclusive learning environments for diverse student populations.

For Students. This study will provide valuable insights into the effectiveness of integrating mobile devices into language learning activities. It empowers students to engage more effectively with learning materials, enhancing their academic performance and supporting future career opportunities.

For Teachers. This research offers teachers an opportunity to explore innovative pedagogical approaches that enhance language instruction. Understanding students' attitudes toward technology can inform instructional strategies and curriculum design, enabling educators to effectively incorporate digital tools and promote active learning experiences.

➤ *Definition of Terms*

The following are the basic terms and concepts of the study which are operationally and conceptually defined for better understanding.

Attitude about use, refers to the degree to which a student has a favorable or unfavorable feeling about using a technological tool for learning.

Behavioral intention, refers to the degree to which a student intends to use a mobile or digital learning tool as part of their regular learning activities, based on their perceptions of its usefulness, ease of use, and their attitude toward it.

English Grammar, refers to the set of rules that show how to use words correctly in the English language. It helps us know how to make proper sentences, like where to put nouns, verbs, and punctuation.

English language proficiency, refers to the ability of individuals to effectively understand, communicate, read, and write in English. It encompasses both linguistic skills and communicative skills competence in English.

English Vocabulary, refers to the English words that a person knows and uses to speak, read, write, and understand the language.

Material characteristics, refer to the quality, relevance, and accessibility of instructional content or learning resources provided through a technology platform, which impact users' acceptance and engagement with the system.

Perceived ease of use, refers to the degree to which a learner believes that using a technological tool requires minimal effort and is simple and user-friendly.

Perceived usefulness, refers to the degree to which a student believes that using mobile or digital tools will improve their English language learning performance and outcomes.

Reading Comprehension, refers to the ability to understand and make meaning of the words and ideas in a text when you read. It means not just reading the words, but also knowing what the text is about and being able to answer questions about it.

System characteristics, refers to the technological attributes and qualities that shape how users interact with a system and determine their attitudes toward its adoption.

Technology acceptance, refers to the willingness and readiness of individuals to adopt and use technological innovations, such as mobile devices, within their learning or work environments.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section presents some theories and principles derived from various studies that help gain better direction and a clear view of the research, which highlight the of technology acceptance toward the integration of mobile device usage for English learning.

➤ *Mobile Learning*

Information and communication technology, or ICT, has a positive pedagogical impact on both students' learning and teachers' approaches to teaching. It improves a number of facets of education, such as operations, management and organization, professional development, and assessment. The advent of mobile learning, which has transformed traditional classroom learning in both formal and informal contexts, is one of the major advancements in ICT in education (Marcial, 2017).

Any form of learning that occurs in settings and areas that take into account learner mobility, technology, and learning is referred to as mobile learning. Pupils see mobile learning favorably for a number of reasons, including its speedy information retrieval, ability to foster teamwork and communication, introduction of diverse pedagogical approaches, and support for situated learning experiences like game-based learning (Ngeze, 2016).

Higher education students demonstrate a high degree of personal inventiveness and readiness for mobile learning. Mobile learning depends on technology that can create and run applications. Combinations of hardware, operating systems, networking, and software which includes learning environments, applications, and content make up mobile technologies. Mobile learning devices include PDAs, MP3 players, memory sticks, e-readers, and smartphones in addition to standard mobile phones and tablet PCs. The learning management system (LMS), a software program created for the administration, documentation, tracking, reporting, and delivery of educational courses or training programs, is one of the essential tools in mobile learning (Wright, 2016).

Students are expected to attend classes every day under the traditional classroom model that is the mainstay of the Philippine educational system. Nonetheless, a lot of Philippine schools have adopted contemporary pedagogies to satisfy the needs of the technologically savvy society of today. Computers, laptops, and smartphones are frequently used technology tools in classrooms, and they can all have an impact on the learning environment (Carbonilla et al., 2016). Notably, because of their portability, affordability, and sustainability, smartphones have grown in popularity and are now being used in a number of countries, including Bangladesh, the Philippines, and Nepal, in place of computers and notebooks (Poong et al., 2017).

Beyond their conventional applications in socialization and communication, smartphones are now widely used as teaching tools. Mobile learning (m-learning) initiatives in both formal and non-formal educational settings have been pioneered in the Philippines by the University of the Philippines Open University (UPOU) (Churchill et al., 2018). M-learning is essential to creating cutting-edge teaching strategies for students in higher education (Bombaes, 2018). According to Bombaes, the main influences on students' attitudes toward m-learning are perceived ease of use, perceived usefulness, enjoyment, creativity, and the influence of teachers. Additionally, he mentioned that a sizable portion of the national university's student body actively uses mobile technology for academic purposes.

Hashemi and Azizinezhad (2016) conducted a study on 180 third-grade high school students to investigate whether using mobile phones affected the learners' vocabulary retention. The study's results proved that using mobile phones was helpful to EFL learners in terms of vocabulary retention. The study's findings also reveal that greater attention to the features of a new word and its text environment will facilitate its memorization.

Past studies suggested that the use of mobile technologies in learning applies six learning theories namely constructivism, behaviorism, collaboration, situated, informal learning and lifelong learning, and support in teaching and learning (Naismith et al., 2004; Rahamat et al., 2017; Cakmak, 2019).

Traxler and Kukulska-Hulme (2015) claimed that MALL has been advocated by many teachers and a review done by Hashim et al. (2017) proved that MALL has developed over the past decade as a field within its right, with an increasing number of articles that examine the use of mobile devices in both formal and informal language learning.

Garba, S. A. et al. (2015) found that in a 21st-century learning environment, digital electronic communication technology is a key factor to best quality pedagogy. It implies that teaching and learning have to center around the innovative use and wide acceptance of technology. A descriptive study was also implemented in the students of

Bulacan State University in which they found that students “strongly agree” on the use of technology (canvas LMS) which is part of their course.

Chen (2020) states that college students appreciated the convenience of using mobile devices to access learning materials outside of traditional classroom settings.

➤ *English Language Proficiency*

One of the biggest English-speaking countries is thought to be the Philippines (Cabigon, 2015). English was made the official language of government, business, and education by the American colonial administration following the conclusion of the Philippine-American War in 1902. English is now one of the Philippines' official languages according to the country's constitution.

According to Cabigon (2015), it is the language of business, science, technology, government, and international communication in addition to being the main medium of instruction in education. The Philippines is a popular destination for ESL students, with two-thirds of the population speaking English fluently (Mariñas, 2021).

The EF English Proficiency Index indicates that although English is widely spoken, proficiency has been gradually declining. From 14th in 2018 to 20th in 2019 and then to 27th in 2020, the Philippines' position fell. Despite moving up to the 18th spot in 2021, the nation is still below its 2016 ranking of 13th. English is widely used in the education field. It is considered as a major subject and is taught in the Philippines from grade one to college and is the medium of instructions in many schools. Most school textbooks for subjects such as Biology, Physics, Mathematics and others are printed in English and are rarely has Filipino versions. Also, for highly technical subjects such as nursing, medicine, computing, and calculus, English is the preferred medium for textbooks, communication, etc. Aside from education, it is also used in religious affairs, print and broadcast media, and business. Movies and TV programs in English are not subtitled and are expected to be directly understood.

Pangket (2019) states that motivation is a significant factor influencing the proficiency of Grade 5 students at Bontoc Central School in addition to vocabulary, pronunciation, and grammar. Training, vocabulary gaps, and lack of interest stifle students' interest in learning English.

Nelta (2018) also verified that students were more driven to learn English if they had more positive attitudes toward the language.

Alaga (2016) emphasized that motivation is crucial in language acquisition for all learners, particularly second-language learners such as Filipino students. Students may only succeed in learning their second language if they have the motivation to do so.

According to Gaerlan (2016), less successful Filipino ESL students needed more motivation to use or learn English. Even if they did, they were unwilling to put much effort into learning the language because they did not believe English was essential for their future. Instructors should have involved students in more motivating activities that could boost their self-assurance when speaking the language as a second language. English teachers are crucial in helping our secondary students eventually reach the highest level of English proficiency. Teachers have the power to help students rise to the challenges ahead of them as they compete on a global scale (Ramirez, 2015).

Suarez (2020) noted that high-quality role models are deficient inside and outside the classroom and that Filipinos' use of English has "deteriorated." Even some English teachers, according to Suarez, speak the language less than they once did. In the past, students in their 30s and 40s had the opportunity to learn from native English speakers who frequently held teaching positions. Students may be exposed to inaccurate grammar and pronunciation when teaching language research current ESL and English classroom scenarios to address this problem.

Adora (2015) states that most of Tabuk City National High School's regular third-year students need to work on and become proficient in their non-verbal English skills, including context clues, proper grammar and usage, sentence structure, and punctuation. Her investigation also revealed evidence of the students' fair and subpar proficiency levels. Since English is the primary language in education, it is essential to admit teacher education students who have mastered the language to free up college teachers to concentrate on other skills that students need to learn for their chosen field.

Leyaley, R., (2016), states that the English Language Proficiency of freshmen students who are enrolled in the Institute of Teacher Education in Kalinga-Apayao State College, is described as Early intermediate, regardless of the type of school they graduated from, the program they are enrolled in, and the honors they have received. Furthermore,

the study of Gomez (2021), revealed that 277 junior students of Cavite State University, students taking up Bachelor of Secondary Education and BS Psychology were described as upper intermediate proficiency and the rest of the program fell under the intermediate proficiency.

➤ *Mobile Language Learning*

According to Morat et al. (2016), incorporating enjoyable, interactive activities into online learning sessions significantly boosts language learners' motivation. According to Kukulska-Hulme (2015), informal learning using mobile devices and education-based applications is an excellent way to advance language acquisition. Nowadays, practically every home has a mobile phone, which people of all ages use often. Kukulska-Hulme emphasized the effectiveness of smartphone features, which can enhance language acquisition and integrate Self-Access Language Learning (SALL). This approach places a strong emphasis on language learners' self-management.

The high degree of engagement that language learners display with mobile-based activities was highlighted by Kim et al. (2016) and Wigglesworth (2019), who also claimed that the learners view these activities as extremely beneficial. They maintained that the interactive and easily accessible features of mobile learning platforms greatly improve the educational process and facilitate learners' ability to practice language in a variety of settings. The portability of these devices adds a level of convenience that conventional classroom environments are unable to match, which encourages students to interact with the content more regularly.

Karademir (2019) states that learning a foreign language online or through a virtual environment is much more engaging and motivating. Jan Chen, Yu Yang, and Wei Lai (2020) endorsed the usefulness of Google Assistant (GA) as a valuable and practical learning tool for English as a Foreign Language (EFL). They observed that GA responds to commands with easily understood pronunciation and utterances. Lower proficiency level students, however, may need some help.

According to Gaon and Zhang (2020), planning disruptions and erroneous application of ICT-based knowledge and skills presented difficulties for Chinese university language instructors in their teaching practices.

Kim et al. (2016) and Wigglesworth (2019) highlighted the high degree of engagement that language learners display with mobile-based activities. They also claimed that the learners view these activities as highly beneficial. They maintained that the interactive and easily accessible features of mobile learning platforms significantly improve the educational process and facilitate learners' ability to practice language in various settings. The portability of these devices adds a level of convenience that conventional classroom environments cannot match, which encourages students to interact with the content more regularly.

Andujar (2019) asserted that mobile learning is generally beneficial from various angles, emphasizing its ability to change language learning into a more dynamic and interactive process. However, Andujar also brought up several problems with mobile learning, like how small mobile devices' keypads and screens can be, making them challenging to use for prolonged periods. These physical restrictions can make using mobile devices for education more difficult for those who have yet to get used to them. They can also negatively impact the user experience.

While many mobile applications are made to help with language learning, Liu et al. (2015) pointed out that not all of them work as intended. Kim et al. (2017) echoed this opinion when they pointed out that some learning aids are ineffective from an educational perspective. They maintained that for mobile learning tools to be genuinely helpful, they must be well-designed and pedagogically sound, guaranteeing that they will satisfy users' learning requirements and offer precise, superior content.

Chen (2016) talked about the many features of Duolingo, a free language-learning app that lets users select from a large variety of languages according to their needs or interests; among these languages are Russian, Spanish, Polish, French, Arabic, German, Korean, Greek, Chinese, Hungarian, Turkish, Italian, Czech, Japanese, Hindi, Ukrainian, Vietnamese, Indonesian, and Thai. Duolingo provides structured writing sessions for beginners that aid in developing fundamental skills. The app allows advanced users to practice speaking aloud, which helps them become better speakers.

According to Gafni et al. (2017), Duolingo uses interactive activities to promote language learning. These exercises involve translating sentences from the target language into the native language and writing words after the images are displayed. This constant practice and repetition reinforce learners' grasp of the target language. The app's layout ensures that users interact with the content frequently, strengthening their language proficiency through a variety of activities.

Garcia (2015) gave Duolingo high marks for using translation-based language teaching techniques. Garcia claimed that by including translation exercises that improve understanding and retention, the app can instruct users in the target language in an efficient manner. According to Luis von Ahn, co-founder and CEO of Duolingo, Google Translation has improved, but he also pointed out that the translated text frequently needs more accuracy and clarity. He underlined that Duolingo's methodical approach resolves these problems by offering translations that are more precise and intelligible (Ahn, 2016).

According to Krashen (2017), Duolingo is an excellent language learning tool that provides practice in language using a self-regulatory study mode. The app's translation-based exercises help users practice intentional learning and hone their intuitive language skills at the same time. Duolingo facilitates conscious and unconscious language learning by exposing users to readable and audio content. This combined method improves language learning overall, increasing its effectiveness and comprehensiveness.

The study of Baleghizadeh and Oladrostam , (2020), revealed that the students who had benefited from mobile-assisted learning had a significantly better performance on a multiple-choice grammar test. Also, the findings of Alzieni, (2020), displayed that mobile assisted learning improves students' listening skills.

Regarding language skills enhancement through technology, research by Levy and Stockwell (2016) found that integrating mobile devices into language learning activities can lead to improvements in students' language proficiency. Similarly, studies by Godwin-Jones (2011) and Stockwell (2015) highlighted the benefits of mobile-assisted language learning (MALL), indicating that students perceive mobile devices as valuable tools for language acquisition due to their portability, accessibility, and interactive features.

CHAPTER THREE RESEARCH METHODOLOGY

This chapter presents the research design, locale of the study, participants of the study, research instruments, data gathering procedures, statistical analysis, and research ethics.

➤ *Research Design*

The study utilized quantitative research design, particularly descriptive-correlational. Descriptive research was used to determine the level of technology acceptance and English language proficiency among third-year Bachelor of Elementary Education students. Correlational research was used to examine the relationship of technology acceptance on English language proficiency among third-year Bachelor of Elementary Education students.

➤ *Research Locale*

The study was conducted within the Department of Education at IBA College of Mindanao, located on T.N. Pepito Street, Poblacion, Valencia City, during the second semester of the 2024–2025 school year. The study's locale encompasses the classroom and academic environment where the participating students are enrolled. The institution also operates an annex campus situated at Purok 21 in Valencia City. Established in 2004 by its visionary founder, IBA College of Mindanao was born out of a steadfast commitment to assist the youth of Bukidnon in achieving their educational aspirations. With a strong desire to provide quality education, the institution opened its doors to aspiring students, enabling them to pursue their dreams. The first branch was inaugurated in 2005 in Kalilangan, Bukidnon, followed by a second branch in Quezon, Bukidnon, in 2006. In 2007, the third branch was established in Valencia City, Bukidnon, which served as the focal point of this study.

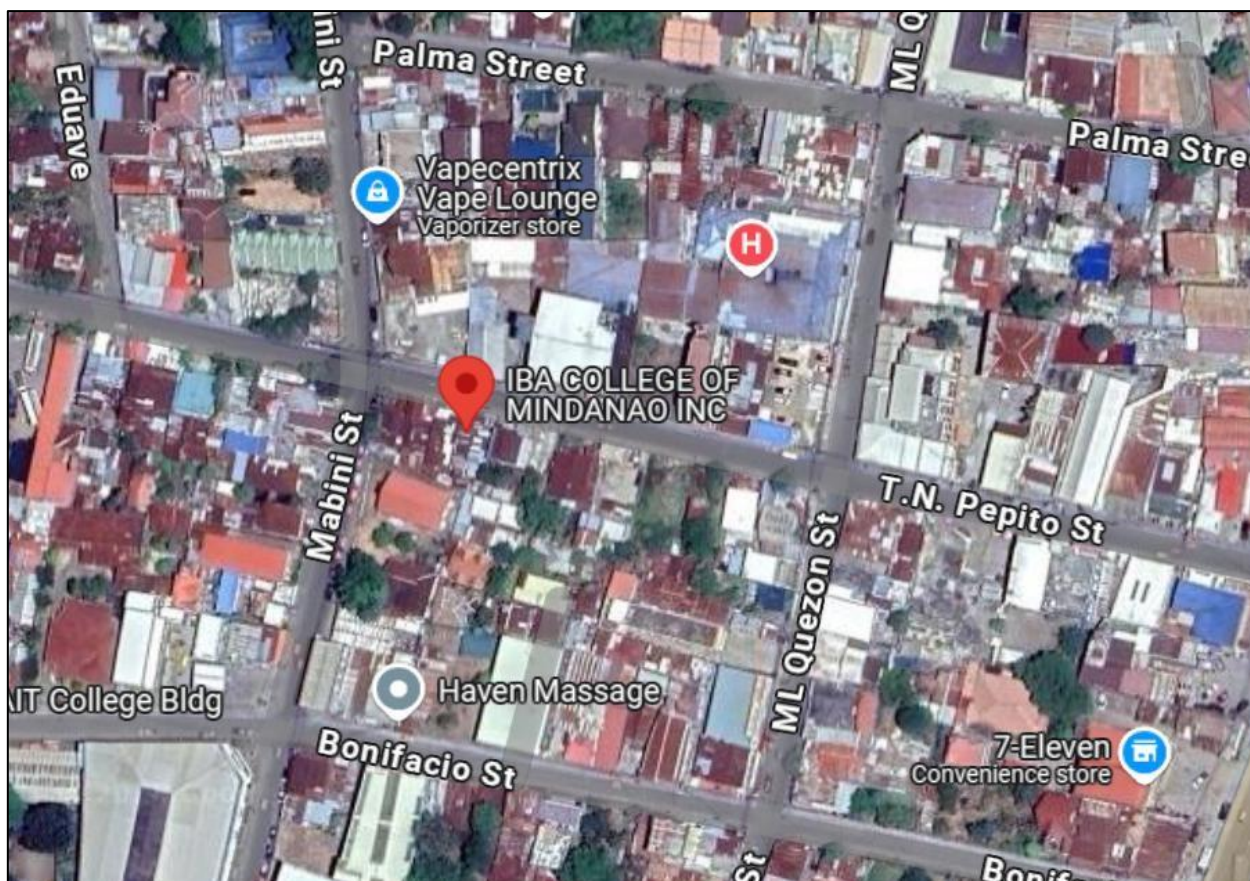


Fig 2 Satellite Map of Research Locale

<https://earth.google.com/>

➤ *Respondents and Sampling Procedure*

The participants of the study were third-year Bachelor of Elementary Education (BEED) students enrolled at Irene B. Antonio College of Mindanao Incorporated, located in Valencia City, Bukidnon. A total of 50 students participated in the research, all of whom voluntarily agreed to take part after being informed about the purpose and ethical considerations of the study. These students were selected because they represented a crucial stage in their teacher education program, where both technology use and English language proficiency were highly relevant. A total

enumeration random sampling technique was used to ensure that each student had an equal chance of being chosen, which helped avoid selection bias. This sampling method strengthened the validity and generalizability of the study's findings within the institution's context.

➤ *Research Instrumentation*

The primary research instrument used in this quantitative study was a structured survey questionnaire based on the Technology Acceptance Model (TAM), which was adopted from Alberto Andujar (2020). The questionnaire measured students' acceptance of mobile device usage for English language learning. It included six dimensions: system characteristics, material characteristics, perceived ease of use, perceived usefulness, attitude about use, and behavioral intention.

To determine its reliability, the questionnaire was pilot-tested among 30 third-year students from the Bachelor of Early Childhood Education program. The data gathered were analyzed using Cronbach's Alpha in Microsoft Excel, and the computed reliability coefficient was 0.882, indicating a high level of internal consistency.

For students level of technology acceptance Model (TAM), the following rating scale was used.

Rating	Scale	Description	Interpretation
5	4.21 – 5.0	Strongly Agree	Very High Acceptance
4	3.41 – 4.20	Agree	Highly Acceptance
3	2.61 – 3.40	Neutral	Neutrally
2	1.81 – 2.60	Disagree	Low Acceptance
1	1.00 – 1.80	Strongly Disagree	Very Low Acceptance

The second research instrument is the 50-item questionnaire to test the English proficiency that was adopted from Emilio Jaramillo (2015).

This questionnaire has three parts: (1) English grammar with 30 questions; (2) English vocabulary with 10 questions; and (3) English reading comprehension with 10 questions. The Qualitative description indicated that student's English proficiency ranged from very limited to advanced based on their performance in grammar, vocabulary, and reading comprehension. Higher scores reflected stronger understanding and ability to use English in academic tasks, while lower scores showed difficulty in processing and expressing ideas in the language.

Rating	Qualitative Description
41 to 50	Advanced Proficiency
31 to 40	Intermediate Proficiency
21 to 30	Basic Proficiency
11 to 20	Limited Proficiency
1 to 10	Very Limited Proficiency

➤ *Data Gathering Procedures*

The study was conducted after an approval letter was received from the School President of Irene B. Antonio College of Mindanao, Mr. Renante

B. Antonio, MGA. The data gathering procedure involved administering the survey questionnaire to the participants during class hours. Informed consent was obtained from all participants prior to data collection. Participants were given sufficient time to complete the questionnaire, and the confidentiality and anonymity of their responses were ensured throughout the process.

➤ *Statistical Treatment of the Data*

Quantitative data obtained from the survey were analyzed using appropriate statistical methods. Descriptive statistics, such as means, frequencies, and standard deviations, were used to summarize the characteristics of the sample and the responses to each survey item. Inferential statistics, including correlational analysis, were employed to examine the relationship between technology acceptance and English proficiency among third-year Bachelor of Elementary Education students at IBA College of Mindanao.

The researchers employed the following statistical procedures to interpret the data collected. A mean value was used to determine the level of students' technology acceptance and English proficiency. Additionally, the Pearson product-moment correlation was employed to assess the extent of the relationship between the continuous variables under investigation. Specifically, Pearson's correlation coefficient (r) was computed to examine the

association between the dependent variable, English proficiency, and the independent variable, technology acceptance. This statistical analysis allowed for a thorough examination of the strength and direction of the correlation between these key variables.

➤ *Research Ethics*

The study followed ethical guidelines to protect the rights of participants and ensure the research was done properly. Informed consent was obtained from all participants, and they were clearly informed about the purpose, process, and that their participation was voluntary. They were also told that they could stop taking part at any time without any negative consequences.

Confidentiality was protected by keeping participants anonymous and securely storing all data, including audio recordings and written transcripts. Only the researcher had access to this information. The study respected the participants' dignity and ensured that no harm came to them during the research. Ethical approval was obtained from the proper institutional review board.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of data gathered from 50 Third year Bachelor of Elementary Education Students of IBA College of Mindanao Incorporated, Valencia City, Bukidnon.

In this section, mean level of technology acceptance towards integration of mobile device usage on English language proficiency among third year students in terms of (a) system characteristics; (b) material characteristics; (c) perceived ease of use; (d) perceived usefulness; (e) attitude about use; and (f) behavioral intention is presented, analyzed, and interpreted.

Table 1 Mean Level of Technology Acceptance as Regard to System Characteristics.

Statements	Mean	SD	Description
System Characteristics			
The use of mobile devices provided a stimulating learning environment	3.92	0.78	Highly Acceptance
The use of mobile devices provided activities to learn English in a realistic environment	3.86	0.86	Highly Acceptance
I felt comfortable using a mobile device to visualize the theoretical explanations compared to the face-to-face tuition	3.56	0.93	Highly Acceptance
I could use my mobile device to improve my learning due to the teacher's explanations	3.56	0.88	Highly Acceptance
Overall	3.73	0.87	Highly Acceptance

Legend:

Range	Scale	Descriptive Ratings	Qualitative Interpretation
4.21-5.00	5	Strongly Agree	Very Highly Acceptance
3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

The level of technology acceptance in terms of system characteristics is shown in Table 1. The study found that third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated had an overall mean score of 3.73. This means that students generally agreed and it is highly acceptance for them that using mobile devices provides good opportunities to learn English in a real-life setting. They also felt that mobile devices create an engaging learning environment. Students believed that learning improved when teachers explained lessons through mobile devices. Additionally, they were comfortable using mobile devices to understand theoretical concepts, and they found this method more effective than traditional face-to-face teaching.

The result was supported by the study of Traxler (2018) highlighted that mobile learning supports flexible and contextualized learning experiences, making lessons more relevant to students' daily lives. Similarly, Huang, L. L. et al. (2019) emphasized that mobile devices enhance learner engagement by allowing interactive content delivery and personalized feedback, which improves motivation and understanding.

These findings imply that integrating mobile technology into English learning can increase student's interest and effectiveness by connecting classroom content with real-world contexts.

Table 2 The Mean Level of Technology Acceptance as Regard to Material Characteristics.

Statements	Mean	SD	Description
Material Characteristics			
The audio or video materials made by the teacher helped me immerse myself in the learning atmosphere of the class	3.98	0.74	Highly Acceptance
The audio or video materials made by the teacher led to a better comprehension of the course content	3.96	0.67	Highly Acceptance
I believe that the audio or video material made by the teacher were useful for improving my English Level	3.92	0.85	Highly Acceptance
The audio or video materials made by the teacher were useful to learn the class contents	3.90	0.81	Highly Acceptance
The audio or video materials made by the teacher helped learn the most important aspects of the different units	3.90	0.74	Highly Acceptance

Overall	3.93	0.76	Highly Acceptance
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Legend:

<i>Range</i>	<i>Scale</i>	<i>Descriptive Ratings</i>	<i>Qualitative Interpretation</i>
4.21-5.00	5	Strongly Agree	Very Highly Acceptance
3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

Table 2 depicts the level of technology acceptance in terms of material characteristics. The results show that the overall mean for material characteristics of third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated was 3.93, described as “Agree or Highly Acceptance”. This means that students agreed that the audio and video materials made by the teacher helped them understand the lessons better. They also said these materials were useful for learning the class topics and made them feel more involved in the learning process. In addition, they believed that the audio and video materials helped improve their English skills and made it easier to learn the key parts of each lesson.

The result was supported by the study of Almurashi (2016) found that YouTube videos as teaching tools improved students' comprehension and language performance by providing visual and contextual learning. Likewise, Pham and Nguyen (2020) discovered that using multimedia materials in English classes increased student motivation and language understanding. These studies suggest that audio and video materials can make learning more effective and enjoyable by combining both visual and auditory elements.

Table 3 The Mean Level of Technology Acceptance as Regard to Perceived Ease of Use.

Statements	Mean	SD	Description
Perceived ease of use			
I received a clear guidance about how to use mobile devices and view the videos	3.70	0.79	Highly Acceptance
Learning how to use mobile device for the in-class activities was easy	3.68	0.94	Highly Acceptance
The visualization of the videos through mobile devices was adequate and not stressful	3.52	0.84	Highly Acceptance
Using mobile devices did not require much time	3.46	1.07	Highly Acceptance
Overall	3.59	0.91	Highly Acceptance

Legend:

<i>Range</i>	<i>Scale</i>	<i>Descriptive Ratings</i>	<i>Qualitative Interpretation</i>
4.21-5.00	5	Strongly Agree	Very Highly Acceptance
3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

Table 3 presents the level of technology acceptance in terms of perceived ease of use among third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated. The overall mean score is 3.59, interpreted as "Agree or Highly Acceptance."

This indicates that students felt they received clear guidance on using mobile devices and viewing videos. They also reported that learning to use a mobile device for in-class activities was easy, using mobile devices did not require much time, and the visualization of videos through mobile devices was adequate and not stressful. Odabas, et al., (2023) revealed that when students receive proper instructions on using mobile devices, they find it easier to integrate these tools into their learning processes, leading to a more positive perception of mobile learning.

This is similar to the findings of Naveed, et al., (2023) in which they also found that clear guidance and ease of use are critical factors influencing students' acceptance and effective use of mobile devices for educational purposes. Students often report that learning to use mobile devices for educational activities is straightforward, and these devices are not time-consuming to use. Furthermore, the visual and interactive capabilities of mobile devices make video content more engaging and less stressful, enhancing the learning experience.

Table 4 The Mean Level of Technology Acceptance as Regard to Perceived Usefulness.

Statements	Mean	SD	Description
Perceived usefulness			
The videos made by the teacher were useful to improve my class work.	3.92	0.80	Highly Acceptance
Learning through mobile devices helped me improve my English Skills.	3.90	0.76	Highly Acceptance
Learning through mobile devices enhanced my desire to use the contents learnt.	3.78	0.79	Highly Acceptance
Learning through mobile devices provided a beneficial outcome to this class.	3.70	0.74	Highly Acceptance
Overall	3.83	0.77	Highly Acceptance

Legend:

Range	Scale	Descriptive Ratings	Qualitative Interpretation
4.21-5.00	5	Strongly Agree	Very Highly Acceptance
3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

Table 4 presents the level of technology acceptance in terms of perceived usefulness among third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated. The overall mean score is 3.82, interpreted as "Agree or Highly Acceptance."

Students expressed that utilizing mobile devices for learning significantly enhanced their English proficiency. They also found teacher-produced videos to be instrumental in augmenting their classwork. Furthermore, students perceived learning via mobile devices as yielding positive outcomes for the course and fostering a heightened motivation to engage with the course content. The results found that students accepted that the usage of mobile devices can be beneficial to them during classes because it can improve their English skills and give them a more desirable reason to improve their work activities and produce a better output.

The result is consistent with the findings of Nalliveettil, G.M. and Alezani, T.H., (2016), it found that the majority of students believed that mobile phones facilitated language learning through access to various language learning apps, online resources, and communication platforms. Additionally, this study conformed the case study of college students in china, which revealed that students perceived mobile devices as valuable tools for practicing English skills such as vocabulary building, grammar exercises, and language immersion through multimedia content.

Table 5 The Mean Level of Technology Acceptance as Regard to Attitude About Use

Statements	Mean	SD	Description
Attitude about use			
I believe that using mobile devices to learn English was a good idea	4.00	0.73	Highly Acceptance
Looked forward to using mobile devices in this class	3.88	0.82	Highly Acceptance
I have a positive attitude towards the used of mobile devices in this class	3.84	0.93	Highly Acceptance
I like using devices to learn English	3.82	0.72	Highly Acceptance
Overall	3.89	0.80	Highly Acceptance

Legend:

Range	Scale	Descriptive Ratings	Qualitative Interpretation
4.21-5.00	5	Strongly Agree	Very Highly Acceptance
3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

Table 5 presents the level of technology acceptance in terms of Attitude about use among third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated. The overall mean score is 3.88, interpreted as "Agree or Highly Acceptance." The results explained that third year college students have a positive attitude towards the use of mobile devices. They believed that mobile devices offer flexibility in learning English anytime since they

can access language learning apps, or watch instructional videos which makes the learning process more enjoyable for them.

The result was supported by the study of Al-Emran et al. (2016), who found that students have positive attitudes toward mobile learning because of the easy access, flexibility, and control mobile devices offer.

When students can learn at their own pace using mobile tools, they tend to enjoy the process more.

Similarly, Kukulska-Hulme and Viberg (2018) emphasized that mobile learning boosts student motivation and promotes independent learning, making it more engaging. Their study found that learners felt empowered when they used mobile devices to access content anytime and anywhere, just as your students reported.

Lastly, Sung et al. (2016) conducted a meta-analysis and found that using mobile devices not only improves learning performance but also creates positive attitudes among students. The study supports that using mobile devices can be fun for the students and it was a good idea for learning English.

Table 6 The Mean Level of Technology Acceptance as Regard to Behavioral Intention.

Statements	Mean	SD	Description
Behavioral Intention			
If I have access to a mobile device, I will continue using to improve my English competence	4.18	0.75	Highly Acceptance
If I have access to a mobile device, I will explore more videos to improve my English competence	4.12	0.72	Highly Acceptance
I will have confidence to use the contents I have learn through my mobile device when I participate in conversations in English	4.04	0.67	Highly Acceptance
I will be happy to use the contents I have learn through my mobile device	3.98	0.74	Highly Acceptance
Overall	4.08	0.71	Highly Acceptance

Legend:

Range	Scale	Descriptive Ratings	Qualitative Interpretation
4.21-5.00	5	Strongly Agree	Very Highly Acceptance
3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

Table 6 presents the level of technology acceptance in terms of Behavioral Intention among third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated. The overall mean score is 4.08, interpreted as "Agree or Highly Acceptance."

The result was supported by the study of Alzahrani and Althaqafi (2020) found that the integration of mobile-assisted language learning (MALL) significantly boosted learners' confidence and communication abilities in English. The students reported that mobile apps helped them practice speaking and listening more frequently, particularly in real-life contexts. Similarly, research by Chen and Li (2017) demonstrated that mobile learning facilitated greater learner autonomy and engagement, which are key factors in developing language proficiency. These findings support the idea that when used positively, mobile devices can shape more effective and meaningful language learning experiences.

Table 7 The Summary of Technology Acceptance Using Technology Acceptance Model (TAM)

Questions	Mean	SD	Description
Behavioral Intention	4.08	0.71	Highly Acceptance
Material Characteristics	3.93	0.76	Highly Acceptance
Attitude About Use	3.89	0.80	Highly Acceptance
Perceived Usefulness	3.83	0.77	Highly Acceptance
System Characteristics	3.73	0.87	Highly Acceptance
Perceived Ease of Use	3.59	0.91	Highly Acceptance
Overall	3.84	0.82	Highly Acceptance

Legend:

Range	Scale	Descriptive Ratings	Qualitative Interpretation
4.21-5.00	5	Strongly Agree	Very Highly Acceptance

3.41-4.20	4	Agree	Highly Acceptance
2.61-3.40	3	Neutral	Neutrally
1.81-2.60	2	Disagree	Low Acceptance
1.00-1.80	1	Strongly Disagree	Very Low Acceptance

The level of technology acceptance in terms of system characteristics, material characteristics, perceived ease of use, perceived usefulness, attitude about use, and behavioral intention is presented in Table 7. The study revealed that third-year Bachelor of Elementary Education students at IBA College of Mindanao Incorporated had an overall mean score of 3.84 and the Standard Deviation of 0.82. This indicates a high level of technology acceptance among the respondents, with a moderate degree of variability in their responses.

The results show that students had a positive experience using mobile devices to learn English. They found the system easy to use and helpful for understanding lessons, especially through videos and teacher explanations. The materials made learning more interesting and easier to follow. Most students felt comfortable using their devices and believed it helped improve their English skills. They also showed a strong intention to keep using mobile tools in the future. These findings suggest that mobile learning can be an effective way to support English language education and encourage students to continue learning outside the classroom.

The result was supported by Vázquez-Cano, E. (2015), which he discussed that mobile learning through smartphones increased student motivation and improved their understanding of course content in higher education. Similarly, Al-Emran, Elsherif, and Shaalan (2016) reported that university students held positive attitudes toward mobile learning and recognized its usefulness in achieving academic goals. Andújar (2016) also found that mobile applications like WhatsApp helped ESL learners stay engaged, improve their writing skills, and feel more connected to class materials. These studies support the findings of the current research in terms of ease of use, usefulness, and positive student attitudes.

The *highest result* ($M = 4.18$, $SD = 0.75$) Shown in table 6 reflects strong acceptance in terms of behavioral intention, particularly regarding the use of mobile devices as tools for accessing videos to enhance English language competence. The high acceptance with the statement “*If I have access to a mobile device, I will continue using it to improve my English competence*” shows that students are very willing to continue learning on their own. This means they see mobile devices as helpful tools, not just in class, but also outside of it. Students enjoy watching videos made by their teacher and believe they improve their understanding of English.

The result supports Andújar’s (2016) study, where students also showed a strong interest in using mobile learning for language improvement. The finding suggests that when students feel comfortable using technology and see its benefits, they are more likely to use it regularly to build their English skills. Al-Emran, Elsherif, and Shaalan (2016) found that university students had a positive attitude toward using mobile devices for learning. In their study, most students said they liked using mobile phones to help them study and were willing to keep using them in the future. The researchers also found that students thought mobile learning was useful and easy to use, which made them more interested in learning. This supports the result of the current study, where students also showed a strong intention to keep watching videos on their mobile devices to improve their English. When technology is simple and helpful, students are more likely to keep using it to learn.

The *lowest mean score* ($M = 3.46$, $SD = 1.07$), Shown in Table 3, Although it is a lowest result but it indicates a high level of acceptance, pertains to perceived ease of use specifically the belief that using mobile devices does not consume too much time. The statement “*Using mobile devices did not require much time*” had the lowest mean score ($M = 3.46$, $SD = 1.07$), though it still showed general agreement. This suggests that while students accept mobile learning, some feel that using mobile devices takes more time than expected. They may spend extra time navigating the device, finding the right video, or dealing with technical issues.

This shows a need for better support, such as clear instructions and user-friendly apps. When students feel that technology saves time, they are more likely to use it often.

The finding that students were slightly less confident that using mobile devices “did not require much time” aligns with several studies in mobile-assisted learning. For example, Alzahrani (2019) emphasized that time efficiency significantly influences users' acceptance of mobile learning systems. When platforms are intuitive and quick to operate, learners are more likely to engage consistently. Rashid and Asghar (2016) found that perceived time demands often act as a barrier, especially when learners must invest effort to adapt to unfamiliar systems. Similarly, Almaiah, Jalil, and Man (2016) highlighted that complexity in mobile app design can reduce usability and discourage frequent use. Bidin and Ziden (2017) further noted that user-friendly features and streamlined access are essential to minimizing time-related frustrations in mobile learning environments. Sánchez-Prieto et al.

(2016) also reported that perceived complexity or time investment negatively affects mobile technology adoption, especially when learners are unfamiliar with certain tools or apps. These findings support the idea that while mobile learning is generally accepted, time efficiency remains a concern for some students. These studies show that mobile learning can be improved by making apps simpler and easier to use. When students feel that learning tools save them time, they are more likely to use them often and enjoy learning more.

➤ *Level of English Proficiency*

The findings led to the conclusion that the English proficiency of Third year students who are enrolled to BEED is described as “Basic level of English proficiency” as shown in table 8. It is displayed that the The majority or 44% of the respondents have a basic level of English proficiency, followed by 34% who possess an intermediate level of proficiency.

Table 8 English Proficiency

English Proficiency	N	Valid %
Advanced	6	12%
Intermediate	17	34%
Basic	22	44%
Limited	5	10%
Total	50	100%

The findings of this study indicate that the majority of the respondents (44%) have a basic level of English proficiency, while 34% are at the intermediate level. Only 12% achieved advanced proficiency, and 10% have limited skills.

For instance, Al Mamun et al. (2018) investigated English language proficiency among 100 undergraduate students in Bangladesh and found that 48% demonstrated basic proficiency, particularly struggling with oral and listening skills. Similarly, Muthusamy and Kamarudin (2021) examined 120 Malaysian university students and reported that over 50% scored at the basic level in communicative English, citing limited exposure to English outside the classroom as a major cause.

In Indonesia, Lestari and Wahyudin (2020) studied 85 senior high school students and found that 45% were categorized as basic users based on a Common European Framework of Reference for Languages (CEFR)-aligned assessment. They concluded that teacher-centered methods and minimal interactive practice were key challenges. In another study, Tesfaye and Berhanu (2019) assessed 110 Ethiopian college students and discovered that 55% had only basic proficiency, particularly in speaking and writing, due to limited classroom interaction in English.

Furthermore, Adebayo (2017) analyzed English proficiency among 95 Nigerian university students and found that 60% had basic-level language skills. The study emphasized the gap between curriculum content and students' actual language use, especially in academic contexts.

The findings of this study align with recent research showing that many students still struggle with English proficiency, especially when there is limited real-life language use. Al Mamun et al. (2020) found that focusing too much on grammar instead of communication leads to low fluency. Ahmed (2016) emphasized that speaking tasks and peer interaction improve English skills. Khan et al. (2018) recommended communicative teaching methods and better teacher training to address language learning gaps. Mustafa (2018) also noted that improving English skills increases students' confidence and job readiness. These studies highlight the need for more speaking activities and practical language exposure in schools. Razali and Jupri (2020) suggested using digital storytelling and peer discussion to enhance oral proficiency. Saavedra and Campos (2019) encouraged the use of classroom debates and conversation tasks, while Abduh and Rosmaladewi (2018) found that collaborative speaking activities improve learner engagement and language accuracy. Based on these studies, schools should promote classroom strategies that simulate real-life communication, such as group discussions, role-playing, and project-based speaking tasks to strengthen overall English proficiency.

➤ *Correlation Analysis of Technology Acceptance and English Proficiency*

Pearson product-moment correlation was used to assess the level of relationship between continuous variables explored. Mainly, Pearson r was run to determine the relationship between the dependent variable English Proficiency and the independent variable Technology Acceptance.

The Correlation analysis of the relationship between Technology acceptance and English Proficiency are summarized in Table 9.

Table 9 Significant Relationship Between Technology Acceptance Model and Level of English Proficiency

Technology Acceptance		English Proficiency
System Characteristics	r-value	0.39
	p-value	0.00**
Materials Characteristics	r-value	0.31
	p-value	0.03*
Perceived Ease of Use	r-value	0.28
	p-value	0.05*
Perceived Usefulness	r-value	0.39
	p-value	0.00**
Attitude about Use	r-value	0.28
	p-value	0.05*
Behavioral Intention	r-value	0.38
	p-value	0.00**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 10 Overall Result on Technology Acceptance and Level of English Proficiency

Variables	r-value	p-value	Interpretation
Technology Acceptance level of English Proficiency	0.43	0.00**	Significant

Tables 9 and 10 present the correlation between Technology Acceptance and Level of English Proficiency . Table 9 specifically shows the relationship among the sub-variables of the two main variables. The results indicate a moderate positive relationship between technology acceptance in terms of system characteristics and the level of English proficiency, with an r-value of 0.39 and a p-value of 0.00**, which is significantly lower than the alpha levels of 0.05 and 0.01. For materials characteristics, the r-value is 0.31, also indicating a moderate positive relationship, supported by a p-value of 0.03*. Regarding the perceived ease of use, a weak positive relationship is observed, with an r-value of 0.28 and a p-value of 0.05*. Similarly, a moderate positive correlation is found between perceived usefulness and English proficiency, with an r-value of 0.39 and a p-value of 0.00**. In terms of attitude toward use, the relationship is weakly positive, as shown by an r-value of 0.28 and a p-value of 0.05*. Lastly, behavioral intention also demonstrates a moderate positive relationship with English proficiency, with an r-value of 0.38 and a p-value of 0.00**.

Table 10 presents the relationship between the two main variables, where the r-value of 0.43 indicates a moderate positive correlation between Technology Acceptance and the Level of English Proficiency . The p-value of 0.00**, which is less than both alpha levels of 0.05 and 0.01, confirms that this relationship is statistically significant.

This finding suggests that as the level of technology acceptance increases, the respondents' English proficiency also tends to improve. Conversely, a decrease in technology acceptance may be associated with a lower level of English proficiency. Hence, the likelihood that this result occurred by chance is very low, and the null hypothesis stating that there is no significant relationship between technology acceptance and English proficiency is rejected.

This implies that the higher the level of Students' technology acceptance, the more proficient the students are. Additionally, acceptance and utilization of mobile devices can enhance students' English skills and can give more exposure to engagement with learning activities. Students were more likely to accept and engage with technology when they perceived it as useful for improving their language skills.

The study of Chen, Zou, and Xie (2020) demonstrated that mobile-assisted language learning fosters increased engagement and leads to improved vocabulary and grammar performance among EFL learners. Similarly, Alzahrani (2019) found that mobile technologies significantly enhance students' listening comprehension, confirming the effectiveness of mobile learning in improving specific English skills. Also, the findings of Alzieni, (2020), displayed that mobile assisted learning improves students' listening skills.

Regarding language skills enhancement through technology, Burston (2015) found that mobile-assisted language learning (MALL) projects often led to improved vocabulary acquisition and higher learner motivation. Miangah and Nezarat (2016) emphasized that mobile learning supports the development of grammar, vocabulary, and pronunciation by offering continuous and flexible language practice. Likewise, Kukulska-Hulme (2015) highlighted that mobile technologies enable personalized and context-aware learning experiences, making them effective tools for language development in modern education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions derived from the findings, as well as the proposed recommendations.

➤ *Summary*

Descriptive statistics, such as means, frequencies, and standard deviation, were used to summarize the characteristics of the sample and responses to each survey. Inferential statistic, including correlational analysis were employed to examine relationships, between technology acceptance and English proficiency.

In light of the discussion made of the study, the following significant findings were drawn, based on the objectives of the study.

The study revealed that third-year BEED students of IBA College had an overall mean score of 3.84 in technology acceptance. The overall standard deviation was 0.82. The highest result ($M = 4.12$, $SD = 0.72$) reflects strong acceptance in terms of behavioral intention, particularly regarding the use of mobile devices to access videos that enhance English language competence. Conversely, the lowest result ($M = 3.46$, $SD = 1.07$), while still indicating a high level of acceptance, pertains to perceived ease of use, specifically the belief that using mobile devices does not take too much time.

The findings led to the conclusion that the English proficiency of third year students who are enrolled to BEED is described as “Basic level of English proficiency” as shown in table 2. It is displayed that the The majority or 44% of the respondents have a basic level of English proficiency, followed by 34% who possess an intermediate level of proficiency, the 12% possess an advanced level of proficiency and 10% who possess a limited level of proficiency. The correlation analysis showed a moderate positive relationship between the two main variables, with an r -value of 0.43 indicating a correlation between Technology Acceptance and the Level of English Proficiency. The p -value of 0.00 ($p < 0.01$), which is lower than both alpha levels of 0.05 and 0.01, confirms that this relationship is statistically significant in terms of system characteristics, material characteristics, perceived ease of use, perceived usefulness, attitude about use, and behavioral intention and English Proficiency.

➤ *Conclusions*

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

Students demonstrated a high level of technology acceptance, indicating positive attitudes toward using mobile devices as tools to support their learning. The overall result for “system characteristics,” shown in Table 1, indicates a mean value of 3.73 with a standard deviation of 0.87, reflecting high acceptance of technology in this aspect. Table 2 presents the “material characteristics,” with an overall mean score of 3.93 and a standard deviation of 0.76. Table 3 shows “perceived ease of use,” with a mean score of 3.59 and a standard deviation of 0.91. Table 4 presents the “perceived usefulness,” with a mean of 3.83 and a standard deviation of 0.77. Table 5 shows “attitude about use,” with a mean score of 3.89 and a standard deviation of 0.80. Table 6 displays “behavioral intention,” with a high mean score of 4.08 and a standard deviation of 0.70.

The results across all sub-variables indicate a high level of technology acceptance. Table 7 presents the overall mean score for technology acceptance, which is 3.84 with a standard deviation of 0.82, indicating a strong acceptance of technology among the respondents, with a moderate degree of variability in their responses.

This suggests that students perceive technology as valuable in enhancing their English language skills, particularly by providing greater access to resources and interactive learning opportunities.

Although students showed strong acceptance of technology, their English proficiency remains at a basic level. Among the respondents, 22 were at the basic level, followed by 17 at the intermediate level, 6 at the advanced level, and 5 at the limited level. This highlights a need for improvement in areas such as grammar, vocabulary, and reading comprehension.

The findings revealed a moderate positive correlation between technology acceptance and English proficiency. This suggests that students who are more receptive to using mobile devices for learning tend to perform better in English. As students' level of technology acceptance increases, their English proficiency also tends to improve. Conversely, lower levels of technology acceptance are associated with lower English proficiency.

Therefore, the study concludes that using mobile devices can increase students' engagement and support the development of their English skills over time. The statistical results also indicate that the observed correlation is

unlikely to have occurred by chance. Thus, the null hypothesis stating that there is no significant relationship between technology acceptance and English proficiency is rejected.

➤ *Recommendations*

The following recommendations were made regarding the students' Technology Acceptance Model and English Proficiency based on the findings and conclusions of the study specifically in Irene B. Antonio College of Mindanao Incorporated:

- *For College Students*

Students of Irene B. Antonio College of Mindanao Incorporated may be encouraged to maximize their mobile devices as tools for learning English through educational applications and online discussions. They should be guided on effective time management and responsible use of technology to prevent stress and distraction. Engaging in collaborative activities, such as online conversations and group writing exercises, will enhance their communication skills and boost confidence. Exploring different applications will allow them to identify the most effective learning methods. Responsible use of mobile learning tools will not only improve their English proficiency but also strengthen their digital literacy skills.

- *For the Community*

The local community surrounding Irene B. Antonio College of Mindanao Incorporated may play an active role in promoting access to mobile learning and opportunities for English practice. Community partnerships can provide free internet access, organize English clubs, and facilitate workshops on the use of digital learning tools. By offering such support, the community creates an extended learning environment where students can practice and strengthen their skills outside the school setting. This collective effort contributes to a culture of learning that fosters both technological advancement and language proficiency, benefiting not only the students but also the wider community.

- *For Curriculum Developers*

Curriculum developers at Irene B. Antonio College of Mindanao Incorporated may integrate mobile learning strategies tailored to the students' English proficiency levels. Lessons must include interactive digital activities and mobile applications designed to improve grammar, vocabulary, reading comprehension, and communication skills. While focusing on students with basic proficiency, the curriculum should also provide enrichment opportunities for more advanced learners. Continuous updates are necessary to incorporate the latest digital tools and resources. This approach ensures that students benefit from a curriculum that effectively combines technology use with English language learning.

- *For Future Students*

Future students of Irene B. Antonio College of Mindanao Incorporated may be introduced to mobile learning tools even before the start of formal classes. Early exposure to English applications and digital resources will ease their transition into blended learning environments. Orientation programs should include training on independent learning using mobile platforms and emphasize the importance of digital responsibility. In addition, all incoming students should undergo an English Proficiency Test to assess their initial language level and guide instructional planning. Early preparation will equip future students with the skills needed to succeed academically and technologically.

- *For School Administrators*

The administrators of Irene B. Antonio College of Mindanao Incorporated may strengthen mobile learning programs to support students, particularly those with basic English proficiency. These programs must be regularly monitored and evaluated to ensure their effectiveness and alignment with students' needs. Establishing clear policies that encourage the appropriate use of mobile devices in classrooms will foster greater acceptance of technology. Additionally, administrators should provide teachers with incentives and adequate resources to integrate mobile learning into their instruction. These measures will enhance students' engagement with technology while improving their English proficiency.

- *For School Incorporators*

The incorporators of Irene B. Antonio College of Mindanao Incorporated may prioritize investments in reliable internet connectivity and sufficient mobile devices to ensure that all students have equal access to learning tools at any time. They should also allocate resources to support mobile learning platforms that focus on English language development. Adequate funding must be directed toward applications and tools that strengthen grammar, vocabulary, and comprehension skills. Collaborating with technology companies and local government units can further sustain the availability of reliable internet and devices. Such initiatives will enable students to learn English more effectively through mobile technology.

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APPENDIX

➤ Appendix A. Letter of Permission to the School Head of IBA College of Mindanao.

	Department of Education Region X-Northern Mindanao IBA College of Mindanao, Inc. T.N Pepito Street Poblacion, Valencia City, Bukidnon, 8709	
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March 13, 2025

MR. RENANTE B. ANTONIO, MGA
School President
IBA College of Mindanao, Inc.
Valencia City, Bukidnon

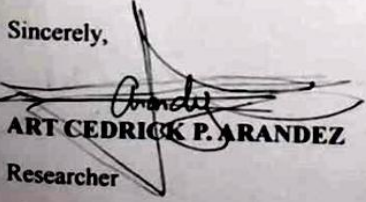
Sir,

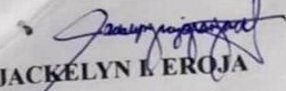
Greetings of Peace:

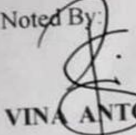
We, Art Cedrick P. Arandez and Jackelyn I. Eroja a 3rd-year student taking up Bachelor of Elementary Education at Irene B. Antonio College of Mindanao, Inc. Currently we are conducting a research study entitled **“TECHNOLOGY ACCEPTANCE AND ENGLISH LANGUAGE PROFICIENCY AMONG THIRD-YEAR BACHELOR OF ELEMENTARY EDUCATION STUDENTS AT IBA COLLEGE OF MINDANAO”** as a requirement for our subject in RESEARCH 2: Research in Education.

We kindly request your consent to conduct a survey among the two sections of third-year Bachelor of Elementary Education students at IBA College of Mindanao, Inc. This study aims to examine their level of technology acceptance and English proficiency in relation to mobile devices usage and English Language learning. All the data collected will be used for academic purposes. We hope for your approval of this request.

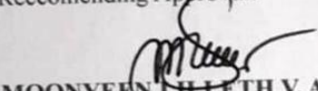
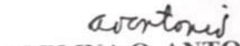
Thank you for your time and God bless!

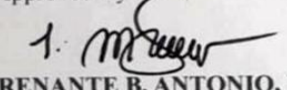
Sincerely,

ART CEDRICK P. ARANDEZ
Researcher


JACKELYN E. EROJA
Researcher

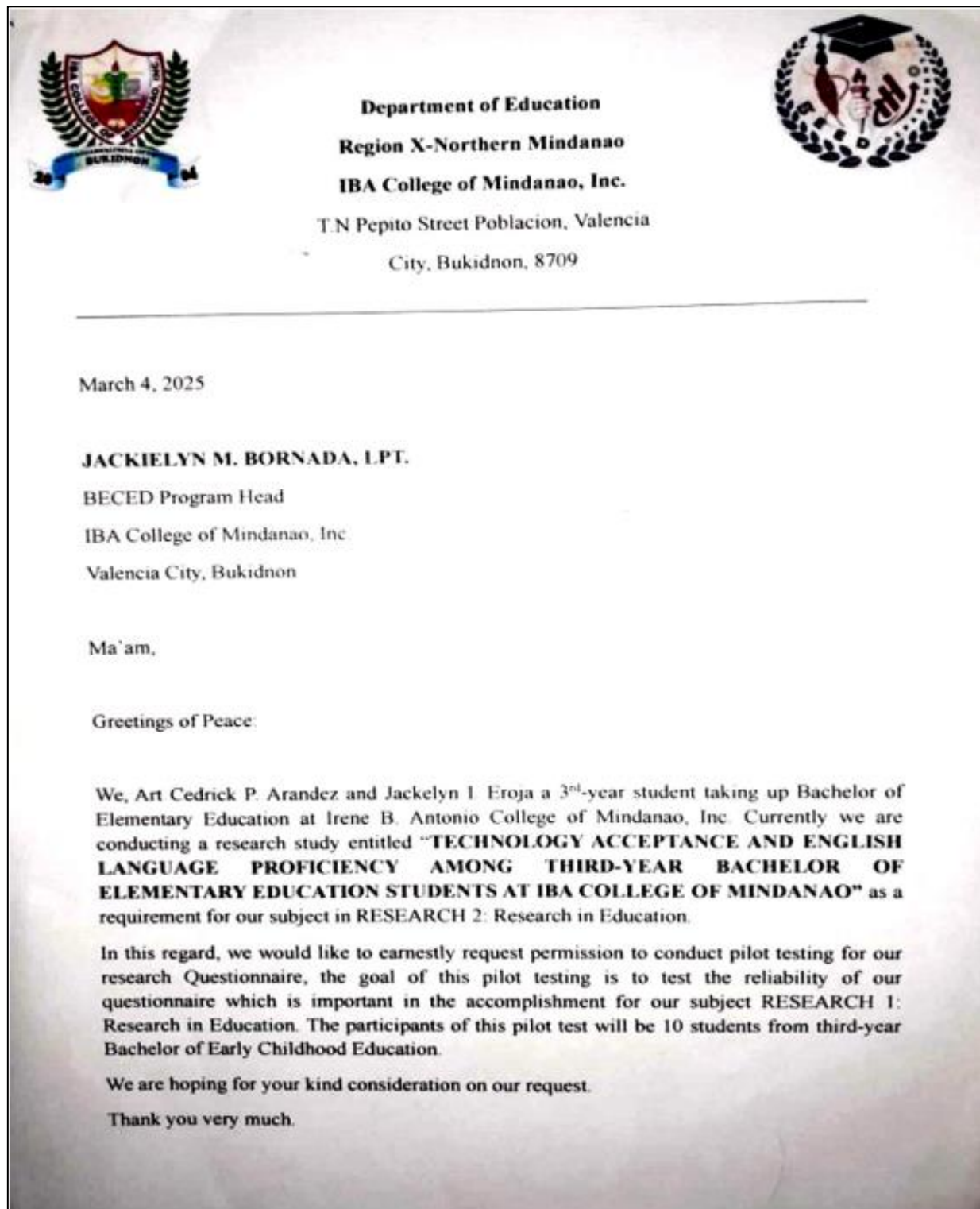
Noted By:

8-13-25
VINA ANTONIO LPT.
Research 1 Adviser

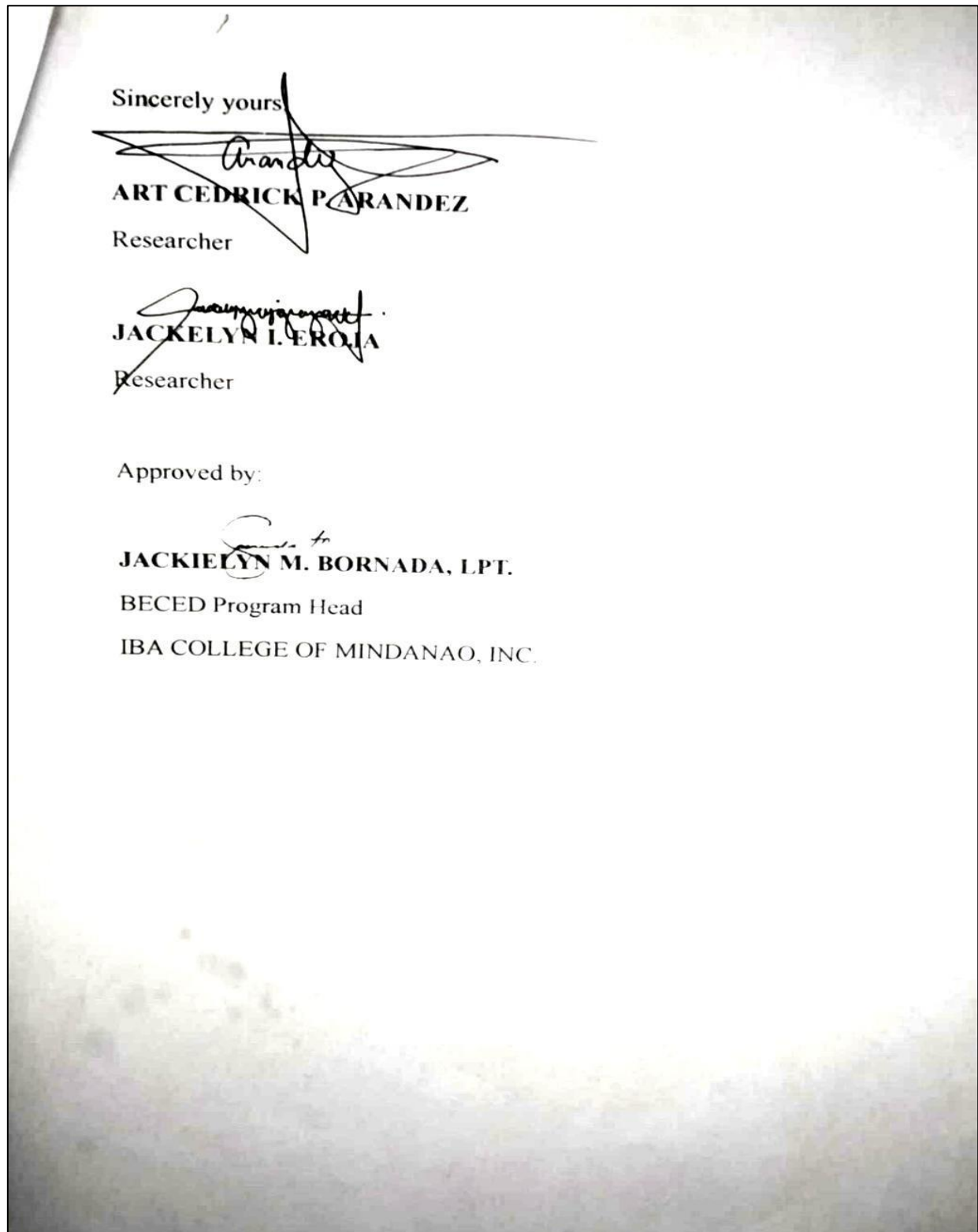
Recommending Approval:

 MOONYEEN LILLETH V. ANTONIO, MAT, MED Vice President for Academic Affairs IBA COLLEGE OF MINDANAO INC.	 ADELINA O. ANTONIO, MAT BEED Program Head IBA COLLEGE OF MINDANAO INC.
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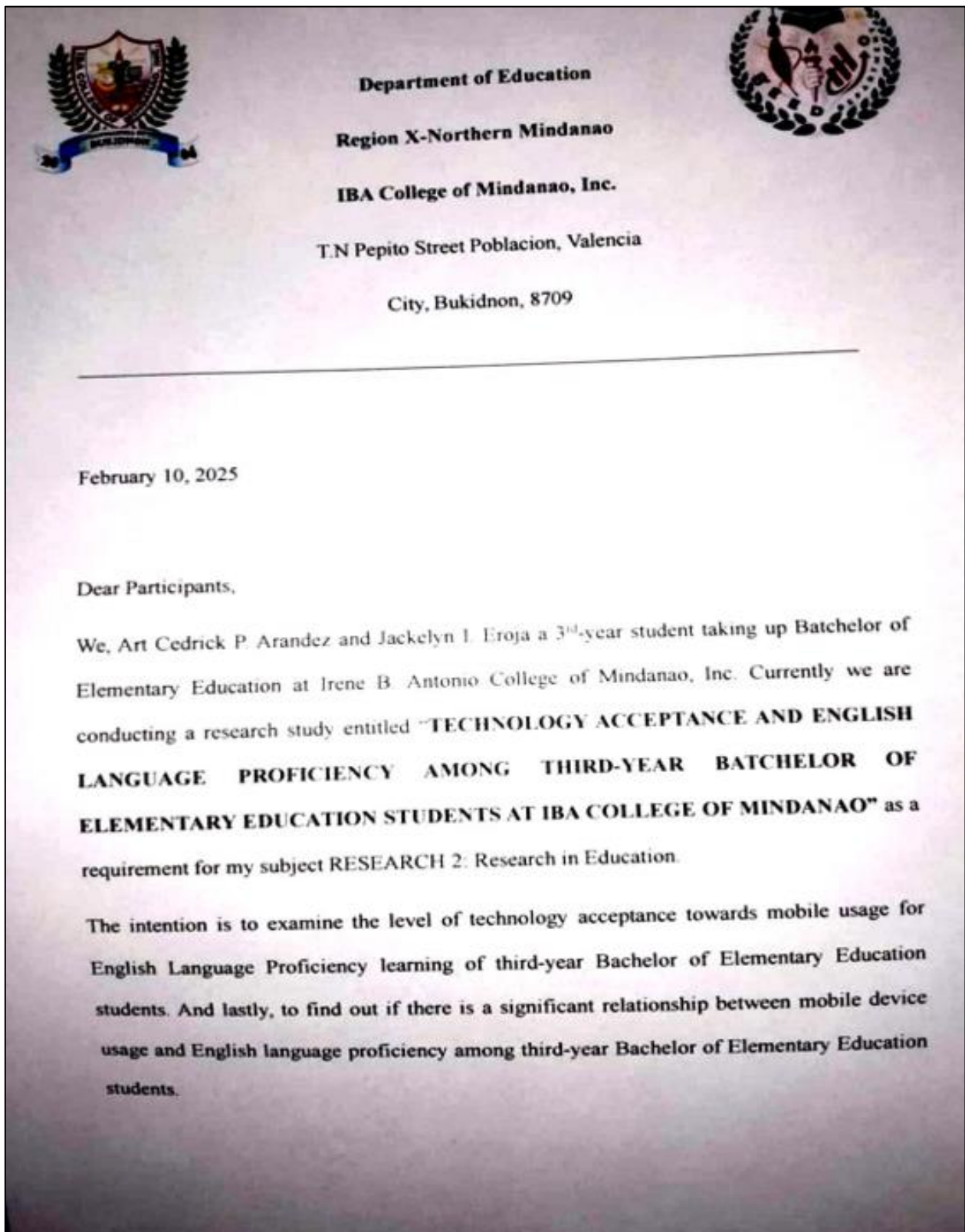
Approved By:

RENANTE B. ANTONIO, MGA
School President
IBA COLLEGE OF MINDANAO INC.

- *Appendix B. Letter of Permission to the Program Head of Bachelor of Early Childhood Education at IBA College of Mindanao.*





➤ *Appendix C. Letter to Participants*

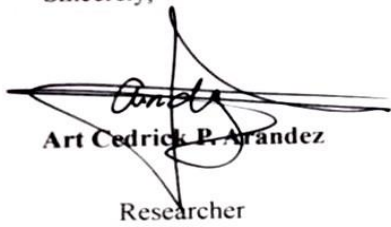


Your participation is completely voluntarily, and you may withdraw from the study at my time. The study is completely anonymous; therefore, it does not require you to provide your name or any other identity information.

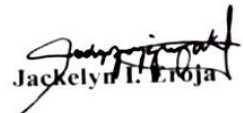
Your participation in this study will be highly appreciated and will greatly help the research outcome.

Thank you for your time and God bless!

Sincerely,



Art Cedrick P. Arandez
Researcher



Jackelyn L. Eroja
Researcher

➤ *Appendix D. Research Instrument Part 1*

Technology acceptance survey questionnaire

Name (Optional): _____ Age: _____
 Section: _____ Gender: _____

Direction: Please read each statement carefully and check the response that best represents your thoughts, feelings, or experiences. There are no right or wrong answers, so please answer honestly.

5 – Strongly Agree 2 – Disagree
 4 – Agree 1 – Strongly Disagree 3 – Neutral

Questions	5	4	3	2	1
A. System characteristics					
The use of mobile devices provided activities to learn English in a realistic environment					
The use of mobile devices provided a stimulating learning environment					
I felt comfortable using a mobile device to visualize the theoretical explanations compared to the face-to-face tuition					
I could use my mobile device to improve my learning due to the teacher's explanations					
B. Material Characteristics					
The audio/video materials made by the teacher led to a better comprehension of the course contents					
The audio/video materials made by the teacher helped me immerse myself in the learning atmosphere of the class					
The audio/video materials made by the teacher were useful to learn the class contents					
The audio/video materials made by the teacher helped learn the most important aspects of the different units					
I believe that the audio/video materials made by the teacher were useful for improving my English level					
C. Perceived ease of use					
I received a clear guidance about how to use mobile devices and view the videos					
Using mobile devices did not require much time					
Learning how to use a mobile device for the in-class activities was easy					
The visualisation of the videos through mobile devices was adequate and not stressful					
D. Perceived Usefulness					
Learning through mobile devices helped me improve my English skills					
Learning through mobile devices enhanced my desire to use the contents learnt					
Learning through mobile devices provided a beneficial outcome to this class					
The videos made by the teacher were useful to improve my class work					
E. Attitude about use					
I like using mobile devices to learn English					
I have a positive attitude towards the use of mobile devices in this class					
I believe that using mobile devices to learn English was a good idea					
I looked forward to using mobile devices in this class					
F. Behavioral intention					
If I have access to a mobile device, I will explore more videos to improve my English competence					
If I have access to a mobile device, I will continue using it to improve my English competence					
I will be happy to use the contents I have learnt through my mobile device					
I will have confidence to use the contents I have learnt through my mobile device when I participate in conversations in English					

➤ *Appendix E. Research Instrument Part 2*

English Proficiency Test

Part I: English Grammar

1. Juan _____ in the library this morning.
A. is study
B. studying
C. is studying
D. are studying
2. Alicia, _____ the windows please. It's too hot in here.
A. opens
B. open
C. opened
D. will opened
3. The movie was _____ the book.
A. as
B. as good
C. good as
D. as good as
4. Eli's hobbies include jogging, swimming, and _____.
A. to climb mountains
B. climb mountains
C. to climb
D. climbing mountains
5. Mr. Hawkins requests that someone _____ the data by fax immediately.
A. sent
B. sends
C. send
D. to send
6. Who is _____, Marina or Sachiko?
A. tallest
B. tall
C. taller
D. the tallest
7. The concert will begin _____ fifteen minutes.
A. in
B. on
C. with
D. about
8. I have only a _____ Christmas cards left to write.
A. few
B. fewer
C. less
D. little
9. Each of the Olympic athletes _____ for months, even years.
A. have been training
B. were training
C. has been training
D. been training
10. Maria _____ never late for work.
A. am

- B. are
- C. were
- D. is

11. The company will upgrade _____ month computer information systems next

- A. there
- B. their
- C. it's
- D. its

12. Cheryl likes apples, _____ she does not like oranges.

- A. so
- B. for
- C. but
- D. or

13. You were _____ the New York office before 2 p.m.

- A. suppose call
- B. supposed to call
- C. supposed calling
- D. supposed call

14. When I graduate from college next June, I _____ a student here for five years.

- A. will have been
- B. have been
- C. has been
- D. will have

15. Ms. Guth _____ rather not invest that money in the stock market.

- A. has to
- B. could
- C. would
- D. must

Part II: English Grammar

1. The majority to the news is about violence or scandal.

- A. The
- B. to
- C. news
- D. violence

2. Takeshi swimmed one hundred laps in the pool yesterday.

- A. swimmed
- B. hundred
- C. in
- D. yesterday

3. When our vacation, we plan to spend three days scuba diving.

- A. When
- B. plan
- C. days
- D. diving

4. Mr. Feinauer does not take critical of his work very well.

- A. does
- B. critical
- C. his
- D. well

5. Yvette and Rinaldo send e-mail messages to other often.
A. and
B. send
C. other
D. often
6. Mr. Olsen is telephoning a American Red Cross for help.
A. is
B. a
C. Red
D. For
7. I had a enjoyable time at the party last night.
A. a
B. time
C. at
D. last
8. The doctor him visited the patient's parents.
A. The
B. him
C. visited
D. patient's
9. Petra intends to starting her own software business in a few years.
A. Intends
B. starting
C. software
D. few
10. Each day after school, Jerome run five miles.
A. Each
B. after
C. run
D. miles
11. He goes never to the company softball games.
A. never
B. the
C. softball
D. games
12. Do you know the student who books were stolen?
A. Do
B. know
C. who
D. were
13. Jean-Pierre will spend his vacation either in Singapore nor the Bahamas.
A. will
B. his
C. nor
D. Bahamas
14. I told the salesman that I was not interesting in buying the latest model.
A. told
B. that
C. Interesting
D. Buying
15. Frederick used work, for a multinational corporation when he lived in Malaysia.

- A. used work
- B. multinational
- C. when
- D. lived in

Part III. English Vocabulary

1. The rate of _____ has been fluctuating wildly this week.
 - A. money
 - B. bills
 - C. coins
 - D. exchange
2. The bus _____ arrives late during bad weather.
 - A. every week
 - B. later
 - C. yesterday
 - D. always
3. Do you _____ where the nearest grocery store is?
 - A. know
 - B. no
 - C. now
 - D. not
4. Jerry Seinfeld, the popular American comedian, has his audiences _____.
 - A. putting too many irons in the fire
 - B. keeping their noses out of someone's business
 - C. rolling in the aisles
 - D. going to bat for someone
5. The chairperson will _____ members to the subcommittee.
 - A. appoint
 - B. disappoint
 - C. appointment
 - D. disappointed
6. The critics had to admit that the ballet _____ was superb.
 - A. procrastinate
 - B. performance
 - C. pathology
 - D. psychosomatic
7. Peter says he can't _____ our invitation to dinner tonight.
 - A. angel
 - B. across
 - C. accept
 - D. almost
8. We were _____ friends in that strange but magical country.
 - A. upon
 - B. among
 - C. toward
 - D. in addition to
9. The hurricane caused _____ damage to the city.
 - A. extend
 - B. extended
 - C. extensive
 - D. extension

10. Many cultures have special ceremonies to celebrate a person's _____ of passage into adulthood.

- A. right
- B. rite
- C. writ
- D. write

Part IV. English Reading Comprehension

Directions to Erik's house

Leave Interstate 25 at exit 7S. Follow that road (Elm Street) for two miles. After one mile, you will pass a small shopping center on your left. At the next set of traffic lights, turn right onto Maple Drive. Erik's house is the third house on your left. It's number 33, and it's white with green trim.

1. What is Erik's address?

- A. Interstate 25
- B. 2 Elm Street
- C. 13 Erika Street
- D. 33 Maple Drive

2. Which is closest to Erik's house?

- A. the traffic lights
- B. the shopping center
- C. exit 7S
- D. a greenhouse

Date: May 16, 1998

To: Megan Fallerman

From: Steven Roberts

Subject: Staff Meeting

Please be prepared to give your presentation on the monthly sales figures at our upcoming staff meeting. In addition to the accurate accounting of expenditures for the monthly sales, be ready to discuss possible reasons for fluctuations as well as possible trends in future customer spending. Thank you.

3. The main focus of the presentation will be

- A. monthly expenditures
- B. monthly salary figures
- C. monthly sales figures
- D. staff meeting presentations

4. Who will give the presentation?

- A. the company president
- B. Megan Fallerman
- C. Steven Roberts
- D. future customers

The B&B Tour

Spend ten romantic days enjoying the lush countryside of southern England. The counties of Devon, Dorset, Hampshire, and Essex invite you to enjoy their castles and coastline, their charming bed and breakfast inns, their museums and their cathedrals. Spend lazy days watching the clouds drift by or spend active days hiking the glorious hills. These fields were home to Thomas Hardy, and the ports launched ships that shaped world history. Bed and breakfasts abound, ranging from quiet farmhouses to lofty castles. Our tour begins August 15. Call or fax us today for more information 1-800- 222-XXXX. Enrollment is limited, so please call soon.

5. Which of the following counties is not included in the tour?

- A. Devon
- B. Cornwall
- C. Essex
- D. Hampshire

6. How many people can go on this tour?

- A. 10

- B. an unlimited number
- C. C.2-8
- D. a limited number

7. What can we infer about this area of southern England?

- A. The region has lots of vegetation.
- B. The coast often has harsh weather.
- C. The sun is hot and the air is dry.
- D. The land is flat

Anna Szewczyk, perhaps the most popular broadcaster in the news media today, won the 1998 Broadcasting Award. She got her start in journalism as an editor at the Hollsville County Times in Missouri. When the newspaper went out of business, a colleague persuaded her to enter the field of broadcasting. She moved to Oregon to begin a master's degree in broadcast journalism at Atlas University. Following graduation, she was able to begin her career as a local newscaster with WPSU-TV in Seattle, Washington, and rapidly advanced to national television. Noted for her quick wit and trenchant commentary, her name has since become synonymous with Good Day, America! Accepting the award at the National Convention of Broadcast Journalism held in Chicago, Ms. Szewczyk remarked, "I am so honored by this award that I'm at a total loss for words!" Who would ever have believed it?

8. What is the purpose of this announcement?

- A. to invite people to the National Convention of Broadcast Journalism
- B. to encourage college students to study broadcasting
- C. to recognize Ms. Szewczyk's accomplishments
- D. to advertise a job opening at the Hollaville County Times

9. The expression "to become synonymous with" means

- A. to be the same as
- B. to be the opposite of.
- C. to be in sympathy with.
- D. to be discharged from.

10. What was Ms. Szewczyk's first job in journalism?

- A. She was a T.V. announcer in Washington
- B. She was a newscaster in Oregon.
- C. She was an editor for a newspaper in Missouri.
- D. She was a talk show host in Chicago.

➤ *Appendix F. Answer Key*

Answer Key

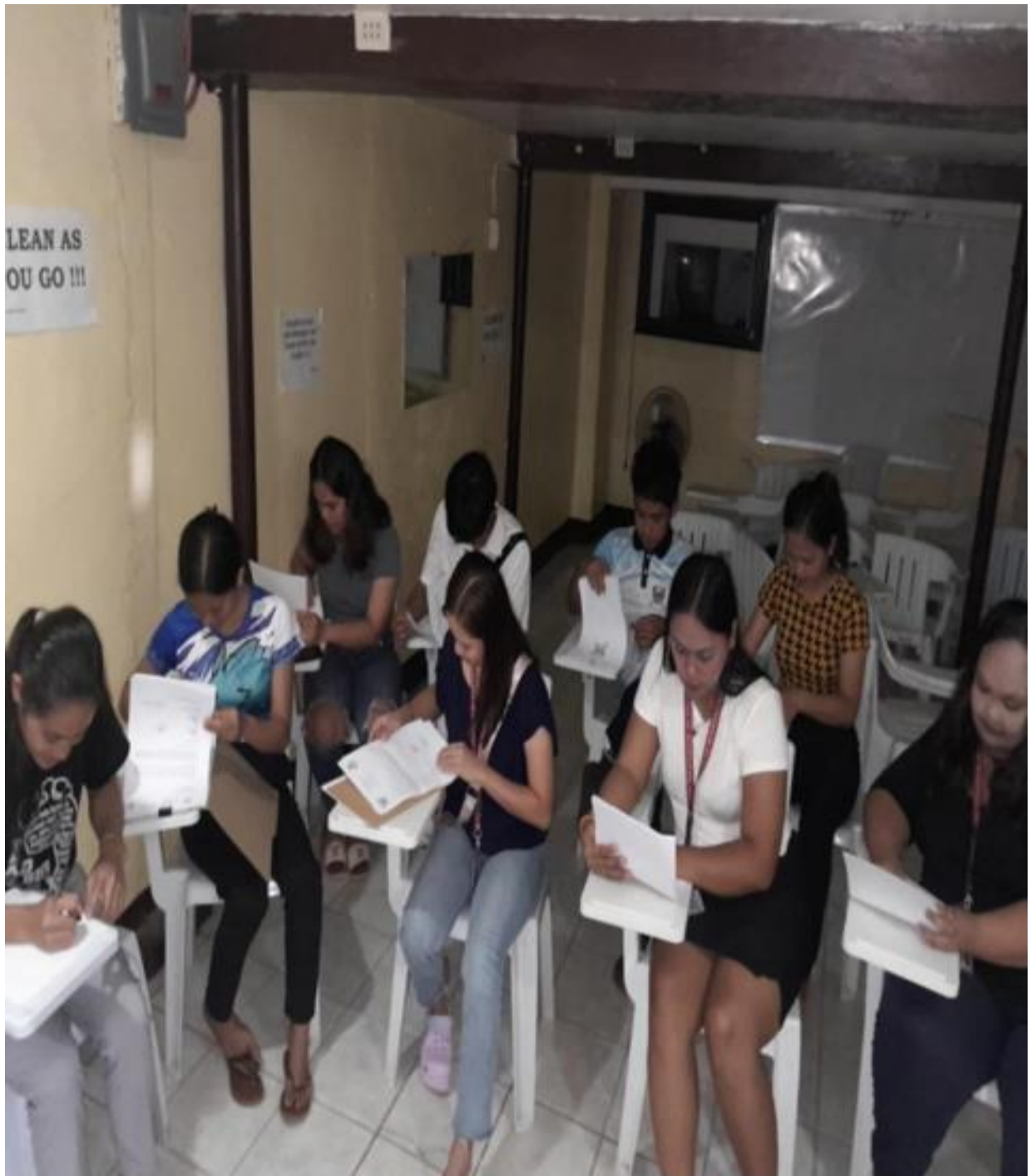
English Grammar

English Vocabulary

English reading comprehension

Part I	Part II	Part III	Part IV
1.C	1.B	1. D	1.D
2.B	2.A	2. D	2. A
3.D	3. A	3. A	3. C
4.D	4. B	4. C	4. B
5.C	5. C	5. A	5. B
6.C	6. B	6. B	6. D
7.A	7. A	7. C	7. A
8.A	8. B	8. B	8. C
9.C	9. B	9. C	9. A
10.D	10. C	10. B	10. C
11.D	11. A		
12.C	12. C		
13.B	13. C		
14.A	14. C		
15.C	15. A		

➤ *Appendix G. Documentation*



CURRICULUM VITAE

ART CEDRICK P. ARANDEZ
 Namnam, San Fernando, Bukidnon 8711
arandezartcedrick@gmail.com
 0970-902-4732

**I. PERSONAL PROFILE**

Date of Birth:	:	August 22, 2003
Place of Birth	:	Halapitan, San Fernando, Bukidnon
Citizenship	:	Filipino
Sex	:	Male
Age	:	22
Civil Status	:	Single
Religion	:	Roman Catholic
	:	Father's Name
	:	Ricardo L. Arandez Jr.
	:	Mother's
Name	:	Nelbe P. Arandez

II. EDUCATIONAL ATTAINMENT

Senior High School	:	Halapitan, National High School 2021-2022
Junior High School	:	Namnam, Integrated School 2016-2020
Elementary	:	Namnam, Elementary School 2010-2016

III. ACHIEVEMENTS

Senior High School	:	With Honors
Junior High School	:	With Honors
	:	Journalist of the Year
	:	Supreme Student Government Officer
	:	Green Health Movers
	:	Consistent Honor Student
	:	Certificate Holder for Layout Artist
Elementary	:	With Honors
	:	Supreme Pupil Government Officer
	:	Outstanding Band Member of the Year
	:	Consistent Honor Student
	:	Best in Art
	:	Boys Scout of the Year

JACKELYN I. EROJA

Poblacion, Lantapan, Bukidnon 8722

erojajackelyn@gmail.com

0993-774-5515

**I. PERSONAL PROFILE**

Date of Birth:	:	October 29, 2001
Place of Birth	:	Poblacion, Lantapan, Bukidnon
Citizenship	:	Filipino
Sex	:	Female
Age	:	24
Civil Status	:	Single
Religion	:	Roman Catholic
Father's Name	:	Paulino M. Eroja
Mother's Name	:	Teresita I. Eroja

II. EDUCATIONAL ATTAINMENT

Senior High School	:	The Sister's of Mary School- Girls Town, Talisay City, Cebu 2019-2020
Junior High School	:	The Sister's of Mary School- Girls Town, Talisay City, Cebu 2014-2018
Elementary	:	Balila, Elementary School 2008-014

III. ACHIEVEMENTS

Senior High School	:	With Honors
	:	Bread and Pastry NCII Holder
	:	Technical Drafting NCII Holder
	:	Dress Making NCII Holder
	:	Bag Maker Completers
Junior High School	:	With Honor
	:	Supreme Student Government Officer
Elementary	:	With Honors
	:	Girls Scout of the Year
	:	Supreme Pupil Government Officer

BIOGRAPHICAL SKETCH



The author was born on August 22, 2003, in Poblacion Halapitan, San Fernando, Bukidnon. He is the second child of Mr. Ricardo L. Arandez Jr. and Mrs. Nelbe P. Arandez. He has admirable siblings: Ricardo Arandez III, Kristina Mae Arandez, and Gwyn Celyzte Arandez. He currently resides in Purok 2-A, Namnam, San Fernando, Bukidnon.

The researcher completed his elementary education at Namnam Elementary School, Namnam, San Fernando, Bukidnon, on April 1, 2016. He attended Junior High School at Namnam Integrated School in April 2020 and completed his Senior High School at Halapitan National High School, Poblacion Halapitan, San Fernando, Bukidnon, in April 2022.

For his tertiary education, The researcher is now a third-year student at Irene B. Antonio College of Mindanao Incorporated pursuing a degree in Bachelor in Elementary Education.

Throughout the researcher's academic journey, Mr. Arandez demonstrated strong dedication to learning and a passion for teaching. His experiences and commitment to education shaped his goal of becoming an effective and inspiring educator. This research reflects the researcher's interest in contributing to the academic and personal growth of future learners

Art Cedrick P. Arandez

Researcher



The author was born on October 29, 2001, in Poblacion Lanpanan, Bukidnon. She is the third child of Mr. Paunlino Eroja Jr. and Mrs. Tersita Eroja.

She completed her elementary education at Balila Elementary School 2014. She attended Junior High School and Senior High School at The Sisters of Mary school- girlstown Talisay City Cebu.

The researcher's tertiary education, She is now a third-year student at Irene B. Antonio College of Mindanao Incorporated pursuing a degree in Bachelor in Elementary Education.

Throughout the researcher's academic journey, The researcher demonstrated strong dedication to learning and a passion for teaching. The researcher's experiences and commitment to education shaped her goal of becoming an effective and inspiring educator. This research reflects her interest in contributing to the academic and personal growth of future learners.

Jackelyn I. Eroja

Researcher