USE OF ONLINE EDUCATIONAL TOOLS FOR LANGUAGE PROFICIENCY OF GRADE 10 STUDENTS OF ST. JAMES ACADEMY

An Undergraduate Thesis

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the Faculty of St. Bridget College

College Department, Batangas City

In Partial Fulfillment

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Bachelor of Secondary Education

Major in English

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DEDICATION

This study is dedicated to the student body of St. Bridget College, College Department. Also, may this study be of great help for the efficacy of the use of online educational tools in achieving language proficiency of Grade 10 students of St. James Academy. To the faculty, this study can be a reference for the selection of the online educational tools that would help achieve language proficiency among students. To all future researchers, may this, help them in accomplishing their outputs. Lastly, this is also dedicated to our families, research instructor and friends, who rendered their support for the success of this study.

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J.A.C.B

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CERTIFICATION

This is to certify that the undersigned has reviewed and edited

the undergraduate thesis entitled

"USE OF ONLINE EDUCATIONAL TOOLS FOR LANGUAGE PROFICIENCY OF GRADE 10 STUDENTS OF ST. JAMES ACADEMY"

to ensure its conformity to grammatical/structural rules in the English language.

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College Department, Batangas City.

Signed:

Ms. Mellicent Macatangay
Grammarian/Editor

ABSTRACT

Title	: USE OF ONLINE EDUCATIONAL TOOLS FOR LANGUAGE PROFICIENCY OF GRADE 10 STUDENTS OF ST. JAMES ACADEMY
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This research has been done to examine the teacher's familiarity with the online educational tools and determine the student's commonly-faced problems of their English language proficiency that may be aided through the use of online educational tools. Also, this sought the perception of the student-teacher respondents regarding effects of using online educational tools to the student's language acquisition, comprehension and retention.

The purpose of this study was to encourage the respondents to use online educational tools in enhancing their language proficiency.

The research was conducted at St. James Academy in Ibaan, Batangas City during the school year 2017-2018. The respondents were all Grade- 10 students and 11 English teachers of St. James Academy.

TABLE OF CONTENTS

CHAPTER 1 - THE PROBLEM

CHAPTER 2 - REVIEW OF RELATED LITERATURE AND STUDIES

CHAPTER 3- RESEARCH METHODOLOGY

CHAPTER 4 - PRESENTATION, ANALYSIS, AND INTERPRETATION

OF DATA

CHAPTER 5 – SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

RESEARCH PROBLEM AND ITS BACKGROUND

Introduction

The use of online tools had gone worldwide and is best prescribed for the language learners to address the matters about language proficiency. Online tools promote a better service for aiming language proficiency and also, it changes our understanding about profession of language education which sociocultural theory can help in understanding why this is occurring. The internet to an extent provides an endless source of information which is proven valuable to teaching and achieving language proficiency, but its use must be monitored and controlled carefully.

According to the Department of Education Order 105th of year 2009, technology is quickly becoming an important tool, not only to help facilitate in achieving language proficiency but also to stoke interest and engagement. Young people live their life through technology as they are the web generation and are hungry for more. From blogging to video conferences and a range of applications, technology offers a fresh approach to the way languages are taught. Language learners have embraced the world of opportunities as the internet has introduced best tools which made the language fundamentals be possibly achieved. Most of the recent innovations can give the learners a chance to be proficient in using language local and abroad.

The use of online tools may elicit an effect on how learners will perceive their progression in response to the massive growth of interest in achieving great retention, comprehension, and acquisition of language. Likewise, such misuse can result in problems with language learner's progress. Before using online tools, participants should be instructed first as it have significant effects on the language proficiency. It is a must to use these online tools in language classrooms efficiently and effectively to achieve the desired level of acquisition, comprehension, and retention.

Likewise, the aforementioned Department Order stated that, as this country advances through the 21st century, the use of technology to research, organize, evaluate and communicate information has grown. And as the public has learned to accept Information and Communication Technology (ICT), the use of the Internet has become a huge factor of an individual's development. As for consideration in the digital age of the language proficient people, learning needs to be fun and relevant. Online educational tools provide opportunities to practice language fundamentals in as many as possible. Technology can also provide relevant, engaging, and ownership for the learners and has the power to transform the current level of language proficiency, comprehension and retention of the students into a comprehensive and skillful degree.

For the current generation of teachers, using digital media is a challenge and a difficult task to do which brings a lot of changes and these changes have

taken time to filter down into the educational sector, but slowly, teachers have realized the need to adapt their practice in order to reflect in the changing nature of technological use in the wider world.

This study proposed various online tools that can develop the areas of language acquisition, language retention and language comprehension. Each tool aims to enhance a particular aspect in students' progress in language proficiency. Online educational tools have become so widespread in schools and homes and their uses have expanded so dramatically that the majority of language teachers fascinatedly begin to think of its implications for language proficiency. Taking language education online opens a door that allows anyone to have a virtual access to the course and its resources. The use of technology in language proficiency strengthens learners' engagement, facilitate the instructor's role, and provide a structured and comprehensive learning experience for everyone involved. Technology creates a bridge for a gap in the language proficiency of the people by creating a community of like-minded learners.

As Bachelor of Secondary Education major in English, 3rd year college students, the researchers aimed to determine the use of online educational tools for language proficiency of grade 10 students of St. James Academy. The researchers believe that language has a great impact on the daily lives of each race, creed, and region around the world. The researchers also believe that having proficiency in language is essential in participating fully in a competitive world of globalized and innovative people.

Conceptual Framework

Language is very important. This research highlighted how language proficiency is important in the development of Grade 10 students' language acquisition, comprehension and retention. This will also end by explaining the effects on the students' problems encountered in language proficiency. The importance of language proficiency is stemmed from the contribution it makes towards students' perception.

This study is anchored on the theory of Noam Chomsky who believes that we are born with a predisposition to learn language. The essence of his theories of language acquisition state that human beings are pre-wired to learn language and in fact are born with the basic rules for language intact. Many of the unique details of any specific language structure are heavily influenced by the environment, but according to Chomsky, the human brain is ready made to quickly acquire language at specific stages in the developmental process. Prior to Chomsky, it was widely agreed that language acquisition was mostly a learned process. For instance, many believed that language skills were developed solely through watching and learning our parents and other people in our environment.

According to Krashen, there are two independent systems of second language performance: "the acquired system" and "the learned system". The "acquired system" or "acquisition" is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It

requires meaningful interaction in the target language - natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act. The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge "about" the language, for example knowledge of grammar rules. According to Krashen "learning" is less important than "acquisition". Internet linguistics is a domain of linguistics advocated by the English linguist David Crystal. It studies new language styles and forms that have arisen under the influence of the internet and other new media, such as Short Messages Service (SMS) text messaging. Since the beginning of human-computer interaction (HCI) leading to computer mediated communication (CMC) and Internet-mediated communication (IMC), experts have acknowledged that linguistics has a contributing role in it, in terms of web interface and usability. Studying the emerging language on the Internet can help improve conceptual organization, translation and web usability. This study is intended to benefit both linguists and web users.

The study of Internet linguistics can be effectively done through four main perspectives: sociolinguistics, education, stylistics and applied. Further dimensions have developed as a result of further technological advancements which include the development of the Web as Corpus and the spread and influence of the stylistic variations brought forth by the spread of the Internet,

through the Mass Media and Literary Works. In view of the increasing number of users connected to the Internet, the linguistics future of the Internet remains to be determined as new computer-mediated technologies continue to emerge and people adapt their languages to suit these new media. The Internet continues to play a significant role in both encouraging as well as diverting attention away from the usage of languages.

In an early observation, the advantages of the Internet for the individual student are highlighted, especially the vast amount of information that can be found online all the times: "The World Wide Web is a virtual library at one's fingertips; it is a readily available world of information for the language learner". Moreover, via email, language students can communicate with English speakers, rendering the communication in authentic context.

Figure 1 shows the input-process-output (IPO) whereas the input of the study that the researchers aim to determine is the different online educational tools used by the teachers in teaching language, effects of online educational tools to student respondents in terms of language acquisition, language comprehension and language retention, problems commonly encountered by the student respondents in language learning. The processes are gathering of data through survey questionnaires, interviews and data analyses and the output of the study is the proposed action plan for effective language learning.

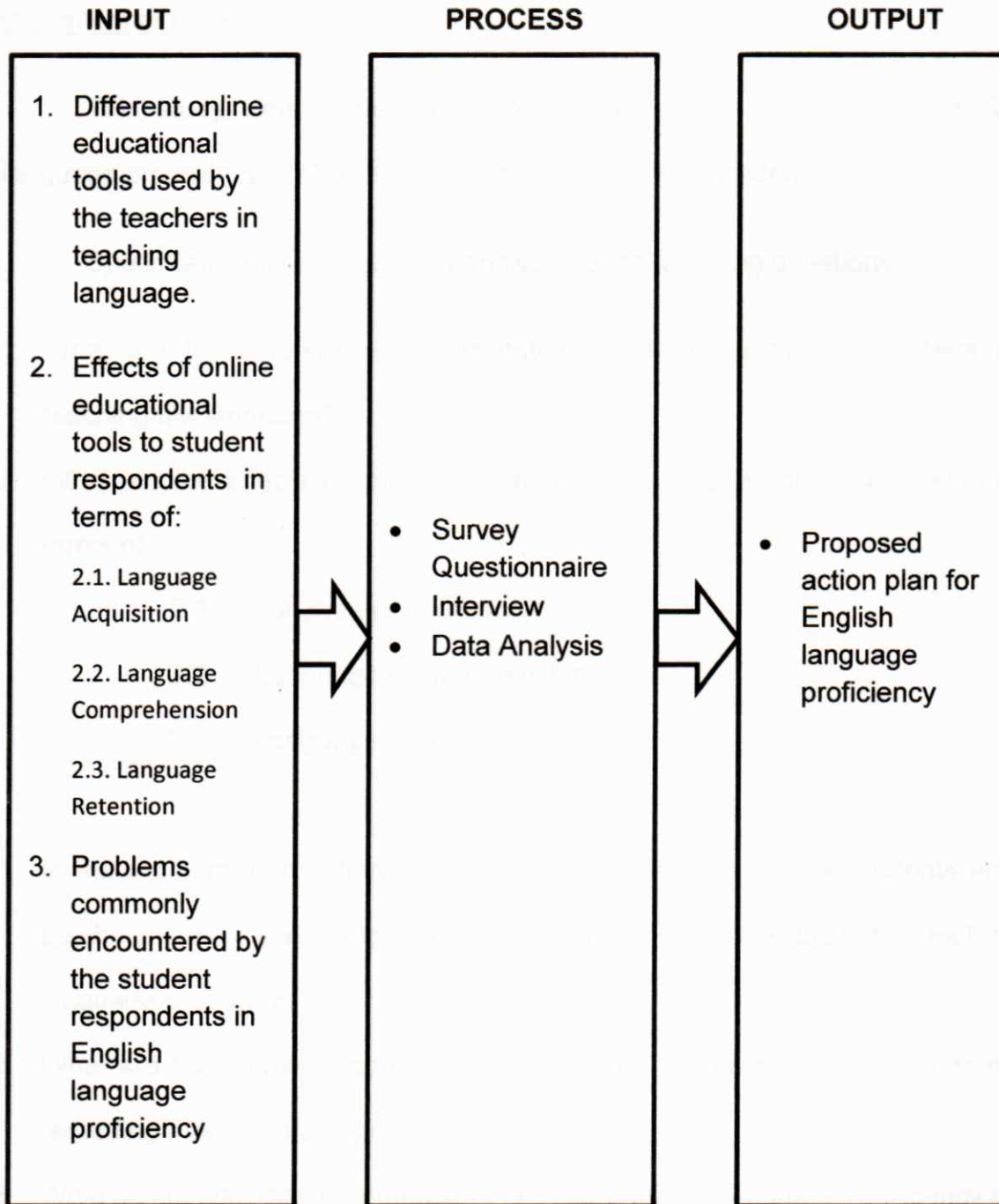| INPUT	PROCESS	OUTPUT
1. Different online educational tools used by the teachers in teaching language. 2. Effects of online educational tools to student respondents in terms of: 2.1. Language Acquisition 2.2. Language Comprehension 2.3. Language Retention 3. Problems commonly encountered by the student respondents in English language proficiency	• Survey Questionnaire • Interview • Data Analysis	• Proposed action plan for English language proficiency

Figure I. Research Paradigm

Statement of the Problem

This study aims to determine the use of online educational tools for language proficiency of Grade 10 students of St. James Academy.

Specifically, this study sought answers to the following questions:

1. What are the different online educational tools used by the teachers in teaching the language?

2. What are the effects of online educational tools to students respondents in terms of:

      2.1.   Language Acquisition,

      2.2.   Language Comprehension,

      2.3.   Language Retention?

3. Is there a significant difference between the perception of the students and teachers respondents regarding the effect of online educational tool to language proficiency?

4. What are the problems commonly encountered by the student respondents regarding their language proficiency?

5. What action plan may be proposed to further enhance language proficiency of students?

Hypothesis

There is no significant difference between the perception of student and teacher respondents regarding the effect of online educational tools to language proficiency in terms of language acquisition, language comprehension and language retention.

Scope, Limitation and Delimitation of the Study

The focus of this study is the use of online educational tools for language proficiency of grade 10 students in St. James Academy. This presented the effects of the online educational tools to students in terms of language acquisition, language comprehension, and language retention. The researchers used purposive random sampling technique for the 162 Grade 10 student respondents and conducted interview to the 11 English teachers of St. James Academy about the utilization of online educational tools. The data gathered from the questionnaire and interview were the source of information for analyzing the data. Responses were limited to the selected respondents. The study recognized its limitation on the analysis as it was limited only to information which is the response of the Grade 10 students about the use of educational tools for language proficiency.

Significance of the Study

The result of this study will serve as a useful source of information in determining the use of online educational tools for language proficiency of grade 10 students of St. James Academy to the following:

School Administrator. This study will serve as their reference to carefully plan the use of online educational tools for Grade 10 students. Results and findings of this study will serve as reference to further improve the use of online educational tools as means for language proficiency of grade 10 students.

Teachers. The result and findings of the study will serve as encouraging factor to use online educational tools for teaching language.

Students. The results and findings of the study will serve as a guide to students to improve and enhance their language proficiency through the use of online educational tools.

Parents. The result of the study will also serve as a guide on how online educational tools will help develop their child's language proficiency.

Future Researchers. The result of the study will benefit future researchers as they will gain insights on other areas in which they can focus on their future undertakings.

Definition of Terms

Digital Age- It is defined as the introduction of personal computer with subsequent technology providing the ability to transfer information freely and quickly. (Business Dictionary, 2016) In this study, it is used to represent the generation of the respondents.

Language Acquisition – It is defined as a natural progression or development in the use of language (changingminds.org.org 2014). In this study, this cognitive skill is of most use by the students in acquiring new and will be mostly improved if they are to use online educational tools.

Language Comprehension – It is the ability to correctly process word and phrase meanings, sentence grammar, and discourse or text structure. (informedliteracy.com 2013) In this study, this cognitive skill deals on how students understand what they learned as they use online educational tools.

Language Proficiency – It refers to a person's ability to use a language for variety of purposes, including speaking, listening, reading and writing. (learningtheories.com 2012) In this study, it is referred to be the end result that the respondents must depict as they use online educational tools.

Online Educational Tools – It is an educational software or computer applications developed for the purpose of teaching and learning (Encyclopedia, 2008). In this

study, online educational tools are mediums of instruction that students may use to have greater retention, wider comprehension and broader acquisition of language.

PowerPoint- It is a software used in presenting information in a brief way and is commonly used in discussions (Oxford Dictionary, 2008). In this study, it is one of the most commonly used online tool, tailored for developing language retention of the respondents.

Respondents- It is an equity practice, the party who answers a bill or other proceedings in equity (Merriam, 2008). In this study, respondents are the ones to answer the questions regarding their perceptions about the use of online educational tools for language proficiency.

Language Retention – It is the ability to speak the language with all proficiency (socialreport.com, 2016). In this study, it is one of the three major skills: acquisition, retention and comprehension that the learners must enhance through the use of online educational tools.

Teaching Language – Teaching people how to speak and understand language. (www.vocabulary.com, 2008). In this study, teaching language emphasizes the need of learners to practice their skills in acquisition, retention, and comprehension.