

Ict-Supported Instruction For Grade 10 Language Lessons Using Edgar Allan Poe's Short Stories

Salvador C. Clores, PhD

*Salvador. clores@cbsua.edu.ph
Central Bicol State University of
Agriculture-Pasacao Campus; Sta.
Rosa Del Norte, Pasacao,
Camarines Sur*

Abstract

The study aimed to improve the English proficiency of Grade 10 students at Haluban National High School, focusing on various English competencies such as reading, listening, vocabulary development, literature, writing, and grammar awareness. The research explored the use of ICT-supported instructional materials, specifically video clips of Edgar Allan Poe's short stories and lesson logs, to enhance these competencies. The study was based on the hypothesis that ICT-supported instruction would improve students' language proficiency. A descriptive-correlational design was used, with 72 Grade 10 students as respondents. Data were gathered using tests on the various competencies, evaluated through performance rubrics, and analyzed statistically. The findings showed that before using ICT materials, students had a low proficiency level, with an overall Mean Proficiency Score (MPS) of 31.32. After the use of ICT-based lessons, the post-test MPS improved to 61.94, indicating a developing proficiency level. This improvement, summed up to 59% for all students, was attributed to the use of ICT-supported instructional materials. The lesson design followed the ASSURE model and incorporated a structured lesson log based on DepEd Order No. 42 s. 2016.

Keywords: ICT, English Proficiency Level; Masque of the Red Death; House of Usher, Black Cat; Cask of Amontillado, Tell-Tale Heart

1. Introduction

The English language plays a crucial part in the success of a certain person; doors of opportunity and success are wide open to those who are proficient in speaking the language because it is the language of international communication. Moreover, many companies need employees who can communicate with partners and clients all over the world. As a result, many of the employers hired job seekers who speak English proficiently.

One of the strategies to improve the proficiency of the students is to introduce them to the importance of short stories because language is nuanced, and so it can be argued that words only find meaning in the way they are used. Furthermore, students who learn words in context make connections and develop deeper skills for critical thinking and analysis.

However, Jimenez (2018) stated that in February 2018, an article published by the GMA News that the level of English proficiency of college graduates from the Philippines is lower than the target English proficiency of high school students in Thailand, according to a study conducted by Hopkins International Partners, which is the official Philippine representative to the group called Test of English for International Communication (TOEIC). Moreover, this situation compelled Senator Poe to make a senate resolution (Senate Resolution No. 622) directing the appropriate Senate committee to conduct an inquiry on the decline in English proficiency of Filipino students in the light of reports of narrowing advantage of Filipino graduates in the global language, with the end given assessing present curricula in elementary and high school and encouraging training and other learning approaches. She reasoned that the wide use of English and excellent

command of spoken English continue to be the biggest advantage the Philippines has, but a recent study conducted by Hopkins International Partners showed that Filipino graduates' English edge is seen lessening.

On the other hand, it is undeniable that many of the students today are audio-visual learners, who preferred to watch movies and videos than sitting on a couch and reading a story. Much attention is now focused on the effectiveness of using media, specifically English movies, in language teaching and learning. Proponents of using this type of media believe that movies allow for more interactive and appealing ways of teaching and learning English.

Furthermore, since reading a novel is herculean task to the students, short stories are good motivation in order for them to develop their proficiency level. Moreover, one of the prominent short story writers was Edgar Allan Poe, who contributed and pioneered the short story movement in America during 1800s. His works, mostly gothic stories, were studied by many researchers and because of this reason he became the Father of Gothic Short Stories. This is one of the reasons why the researcher chose Poe's works among any other writers.

Accordingly, the researcher's reason in conducting this research was to improve the level of language proficiency in English (Reading Comprehension, Listening Comprehension, Viewing Comprehension, Literature, Writing and Composition, Oral Language and Fluency and, Grammar Awareness) through ICT supported instruction. Furthermore, even though most of the students are already aware of the technology, they are still left behind as to the proficiency level in the English language. It is for this reason that the researcher integrated technology in teaching the language.

2. Methodology

The study used a descriptive-correlational design to assess the English proficiency levels of Grade 10 students in areas such as reading, listening, vocabulary development, literature, writing, oral language, fluency, and grammar awareness. The descriptive design aimed to determine students' proficiency, while the correlational method sought to identify significant differences in their proficiency across different competencies. A teacher-made test based on the Department of Education's competencies (from DepEd Order No. 8 s. 2015) was the main data-gathering tool. The test included various sections, such as reading comprehension (12 questions), listening comprehension (16 questions), viewing comprehension (7 questions), literature (5 questions), writing and composition (7 questions), oral language and fluency (6 questions), and grammar awareness (3 questions). The test was evaluated using the World-class Instructional Design and Assessments (WIDA) ELP Standards, with proficiency levels ranging from Level 1 (Starting) to Level 5 (Bridging). For assessment, rubrics were used based on Grade 10 English Learning Materials. Students were graded on their answers for reading, vocabulary, literature, and grammar awareness. Writing was assessed using specific rubrics, while oral language and fluency were evaluated on factors such as clarity, pronunciation, and posture. Observation was also used to assess whether watching Edgar Allan Poe's short stories impacted students' understanding and proficiency. The students' gestures and reactions while watching helped determine their engagement with the material. The data analysis included using mean and Mean Percentage Score (MPS) to evaluate proficiency levels, and a t-test for dependent samples to compare pre-test and post-test scores. Pearson R Correlation Coefficient measured the relationship between the pre-test and post-test results, while the Coefficient of Determination assessed the effect of ICT-supported instruction on the students' proficiency. The respondents of this study were all the Grade 10 students (Two Sections) which comprises the 72 students of Grade 10 of Haluban National High School, Lupi District for School Year 2024-2025.

3. Results and Discussions

3.1. Proficiency Level of the Students

The proficiency level of Grade 10 students in various aspects of English language skills was evaluated through a pre-test designed to assess their abilities in reading, listening, viewing, vocabulary development, literature, writing and composition, oral language and fluency, and grammar awareness. The results indicated that most of the students were at the "Starting" level, with only a few competencies reaching the "Emerging" level as shown in table 1. This finding highlights the significant challenges these students face in developing essential language skills necessary for academic success.

In reading, the students demonstrated a low proficiency level, scoring an MPS of 30.64, which suggested that they struggled with key aspects of reading such as identifying sounds and reading with appropriate phrasing and expression. They also had difficulty understanding the meaning of the text they

were reading, which led to halting prosody despite being able to read the words themselves. The dispersion of scores indicated that there were varying levels of difficulty among the students, and they lacked the core understanding and skills to read fluently.

Similarly, the listening proficiency was at the "Starting" level, with an MPS of 34.02. This indicated that many students faced difficulties in comprehending spoken words, particularly when they encountered unfamiliar names or concepts. It appeared that their struggle was not due to physical hearing issues but rather related to gaps in their vocabulary and cognitive schema, making it hard for them to fully grasp the meaning of what they heard.

In terms of viewing, the students had an MPS of 42.36, placing them in the "Emerging" level. This suggested that while they were able to understand some visual material, they still faced challenges with sequencing and context, often finding themselves confused or surprised by unfamiliar words or settings in the material presented to them. The standard deviation of the scores further suggested that there were inconsistencies in the students' abilities to engage with visual texts.

When it came to vocabulary development, the MPS was 25.46, signaling a "Starting" level of proficiency. The students struggled with memorizing, spelling, and correctly using vocabulary in context. This difficulty could be linked to their low reading habits, as reading is a primary means of enhancing vocabulary. Without motivation to read, their vocabulary remains limited, which in turn affects their reading comprehension and overall academic performance.

Table 1
Proficiency Level of Students
(Pre-Test)

Competencies	MPS	Mean	SD	Competency Level
Reading	30.64	4.54	5.02	Starting
Listening	34.02	4.08	4.21	Starting
Viewing	42.36	2.54	2.07	Emerging
Vocabulary Development	25.46	0.76	0.99	Starting
Literature	37.17	6.32	5.02	Emerging
Writing and Composition	40.17	5.63	4.72	Emerging
Oral Language and Fluency	15.27	0.61	1.12	Starting
Grammar Awareness	25.46	0.76	0.99	Starting
Overall MPS	31.32			Starting

Legend:

Level 5- Bridging	84-100
Level 4- Expanding	68-83
Level 3-Developing	52-67
Level 2-Emerging	36-51
Level 1-Starting	1-35

The literature competency showed an MPS of 37.17, placing students at the "Emerging" level. Many students had trouble engaging with literary texts, primarily due to unfamiliar language and cultural references. This difficulty prevented them from fully appreciating the texts, making it challenging to interpret deeper meanings or appreciate the aesthetic value of literature. The standard deviation indicated that the students' performance in literature was not uniform, with some faring better than others.

In writing and composition, the students achieved an MPS of 40.17, which also placed them at the "Emerging" level. Despite using graphic organizers and topic outlines, many students still had trouble constructing simple sentences, applying correct punctuation, and using words accurately. This was further reflected in their writing, where they often displayed poor grammar and spelling errors. The inconsistency in

their performance, as suggested by the standard deviation, pointed to a lack of comprehension of the material, even though they had structured their responses using tools meant to aid their understanding.

Oral language and fluency were the areas where students performed the poorest, with an MPS of 15.27, indicating that most of the students were at the "Starting" level. Many students lacked the confidence to speak in class, struggled with vocabulary, and had difficulty formulating sentences. This problem was compounded by a strong reliance on their mother tongue, which hindered their ability to express themselves fluently in English. As a result, many students were either too shy to speak or stuttered when trying to articulate their thoughts.

Finally, grammar awareness was another area where students faced challenges, with an MPS of 25.46. They frequently made errors such as run-on sentences, incorrect punctuation, and subject-verb agreement mistakes. These issues were likely due to their limited exposure to the rules of grammar and their tendency to rely on their native language for structure and understanding.

Design of the ICT supported Instructional Materials

The ICT-supported instructional materials were designed to enhance Grade 10 students' English proficiency, following the ASSURE model, which offers a structured approach to integrating technology into lessons. This model, rooted in Jean Piaget's Visual Learning Theory, Lev Vygotsky's Zone of Proximal Development, and the S-R Bond Theory, emphasizes the importance of guided practice and visual engagement in learning. The use of video clips from Edgar Allan Poe's selected short stories serves as a central component, helping students understand abstract concepts through visual and cultural artifacts. These videos are complemented by motivational questions to focus learners' attention before viewing, process questions during the video to assess comprehension, and post-video evaluation questions to measure improvements in proficiency. The lesson design also incorporates a daily lesson log, which outlines key components like objectives, content, methods, and materials, ensuring alignment with both the ASSURE model and the Department of Education's guidelines. The lesson log includes procedures for reviewing prior lessons, presenting new content, engaging students in discussions, and performing assessments to ensure learning goals are achieved. Furthermore, teachers are encouraged to reflect on the effectiveness of each lesson, allowing them to adjust future lessons as needed. This comprehensive approach fosters an interactive learning environment that supports students' language development, leveraging technology to address their proficiency challenges and guide them toward improvement.

3.2. Effects of ICT Supported Instruction for Grade10 Language Lessons Using Edgar Allan Poe's Short Stories

ICT-supported instruction has proven to be a highly effective tool in improving the English language proficiency of students, as demonstrated by significant improvements across various competencies as shown in table 2. In reading, students' proficiency increased from a starting level with an MPS of 30.64 to a developing level with an MPS of 51.91, showing a 21.27-point improvement. This suggests that the integration of ICT helped students enhance their reading skills, making the learning experience more engaging and interactive. Similarly, listening comprehension saw a marked improvement, with the MPS rising from 34.02 to 61.23, reflecting a 27.21-point gain. This increase highlights how ICT can support students in understanding spoken language more effectively through multimedia and interactive listening activities.

Viewing comprehension also showed significant progress, improving by 25.46 points from an MPS of 42.36 to 67.82. This suggests that ICT, especially visual content, helped students better understand and engage with the material. Additionally, vocabulary development was enhanced, with the MPS rising from 25.46 to 70.37, marking an impressive 44.91-point increase. The use of ICT tools facilitated a dynamic learning environment that supported vocabulary acquisition through interactive exercises and multimedia. In literature, students' MPS increased from 37.17 to 62.58, demonstrating that the integration of ICT made studying literature more accessible and engaging for students, enabling them to appreciate literary works in new ways.

Writing and composition skills also improved, with an MPS increase from 40.17 to 54.96, reflecting a 14.79-point improvement. The use of ICT motivated students to write more confidently and creatively, helping them become more proficient in expressing their ideas. Oral language and fluency saw the most

significant improvement, with the MPS increasing by 40.98 points, from 15.27 to 56.25. This highlights how ICT can provide students with opportunities to practice speaking skills and become more fluent in the language. Finally, grammar awareness improved considerably, with the MPS rising from 25.46 to 70.37, showing a 44.91-point increase. The use of ICT tools helped students understand grammatical structures more effectively through interactive learning methods.

Table 2
Difference in the Proficiency Level of Students between
the Pre-test and the Post-Test Results

<i>Competencies</i>	<i>MPS</i> <i>Pre-Test</i>	<i>MPS</i> <i>Post-Test</i>	<i>T</i> <i>value</i>	<i>SD</i>	<i>Increase</i>
<i>Reading</i>	30.64	51.91	2.16	2.17	21.27
<i>Listening</i>	34.02	61.23	9.61	3.18	27.21
<i>Viewing</i>	42.36	67.82	8.28	0.91	25.46
<i>Vocabulary Development</i>	25.46	70.37	4.76	0.58	44.91
<i>Literature</i>	37.17	62.58	2.05	2.88	25.41
<i>Writing and Composition</i>	40.17	54.96	8.27	3.44	14.79
<i>Oral Language and Fluency</i>	15.27	56.25	2.42	0.67	40.98
<i>Grammar Awareness</i>	25.46	70.37	4.76	0.73	44.91
<i>Overall</i>	31.32	61.93			30.61

Legend: Level 5- Bridging 84-100

Level 4- Expanding 68-83

Level 3-Developing 52-67

Level 2-Emerging 36-51

Level 1-Starting 1-35

3.3. Significant Difference between the Pre-Test and Post-Test Results

The results of the t-test on the pre-test and post-test scores showed significant improvements in the students' proficiency levels across various competencies as shown in table 3. In reading, the t-value was 2.16 with a p-value of 0.034, indicating a significant difference. Listening, viewing, vocabulary development, literature, writing and composition, oral language and fluency, and grammar awareness all showed significant differences, with p-values ranging from 0.000 to 0.044. These results suggest that integrating ICT-supported instruction into lessons significantly improved students' proficiency in these areas. The use of ICT tools helped engage students, providing them with multimodal learning experiences that supported language development and kept them motivated. It allowed for instant access to a variety of materials and enhanced communication, making the learning process more engaging and effective. This approach not only improved students' language skills but also made learning more enjoyable and dynamic.

Table 3
Significant Difference between the Pre-Test and Post-Test Results

<i>Skills/Competencies</i>	<i>t-value</i>	<i>P-Value</i>	<i>Interpretation</i>
<i>Reading</i>	2.16	0.034	<i>Significant</i>
<i>Listening</i>	9.61	0.000	<i>Significant</i>
<i>Viewing</i>	8.28	0.000	<i>Significant</i>
<i>Vocabulary and Development</i>	4.76	0.000	<i>Significant</i>
<i>Literature</i>	2.05	0.044	<i>Significant</i>
<i>Writing and Composition</i>	8.27	0.000	<i>Significant</i>
<i>Oral Language and Fluency</i>	2.42	0.018	<i>Significant</i>
<i>Grammar Awareness</i>	4.76	0.000	<i>Significant</i>

3.4. Effects of ICT Supported Instruction for Grade 10 Language Lessons Using Edgar Allan Poe's Short Stories

The study examined the impact of ICT-supported instruction on Grade 10 students' language proficiency through the use of Edgar Allan Poe's short stories. As shown in table 4, the results demonstrated significant improvements across various language skills, showcasing the effectiveness of ICT in enhancing learning outcomes. In reading, 42% of students attributed their improvement to ICT-supported instruction, with a statistically significant p-value of 0.034. This suggests that ICT integration helped students better comprehend and engage with the reading material, providing a more interactive learning environment. For listening, 50% of students showed improvement, and the result was highly significant (p-value 0.000). This indicates that ICT tools, such as video clips and audio materials, effectively supported students' listening skills by exposing them to varied accents, pronunciations, and real-life conversations, thereby improving their ability to understand spoken language. Viewing proficiency saw a 44% improvement ($r=0.67$, p-value 0.000), suggesting that ICT-supported instruction helped students connect visual elements with the content of the stories. Multimedia features, such as animations, graphics, and videos, likely aided in better understanding and retention of the material. Vocabulary development showed the most significant improvement, with 51% of students correlating their progress to ICT ($r=0.71$, p-value 0.000). The use of multimedia and interactive learning tools seems to have enhanced students' ability to learn and retain new vocabulary more effectively by presenting words in context and through various engaging formats. In literature, 31% of students' improvement was attributed to ICT, with a significant p-value of 0.044. This suggests that the use of ICT facilitated a deeper understanding of literary texts by providing students with visual aids and multimedia resources that made abstract concepts and themes easier to grasp. Writing and composition also showed notable improvement, with 50% of students correlating their progress to ICT (p-value 0.000). This indicates that ICT tools, such as online writing platforms and resources, provided students with opportunities to refine their writing skills in a more dynamic and engaging environment. Oral language and fluency improved by 37% ($r=0.61$, p-value 0.018), suggesting that ICT-supported instruction fostered better speaking and fluency skills. Interactive activities and the use of audio-visual aids likely encouraged students to practice speaking, building their confidence and improving their oral language skills. Lastly, grammar awareness showed a 51% improvement, with a significant p-value of 0.000. The integration of authentic videos and interactive content likely helped students better understand grammar rules by seeing them applied in context, making the learning process more engaging and effective.

Table 4
Effects of ICT Supported Instruction for Grade 10 Language Lessons Using Edgar Allan Poe's Short Stories

<i>Competencies</i>	<i>r</i>	<i>%</i>	<i>p-value</i>	<i>Interpretation</i>
<i>Reading</i>	<i>0.42</i>	<i>18</i>	<i>0.034</i>	<i>Significant</i>
<i>Listening</i>	<i>0.50</i>	<i>25</i>	<i>0.000</i>	<i>Significant</i>
<i>Viewing</i>	<i>0.67</i>	<i>44</i>	<i>0.000</i>	<i>Significant</i>
<i>Vocabulary Development</i>	<i>0.71</i>	<i>51</i>	<i>0.000</i>	<i>Significant</i>
<i>Literature</i>	<i>0.56</i>	<i>31</i>	<i>0.044</i>	<i>Significant</i>
<i>Writing and Composition</i>	<i>0.50</i>	<i>25</i>	<i>0.000</i>	<i>Significant</i>
<i>Oral Language and Fluency</i>	<i>0.61</i>	<i>37</i>	<i>0.018</i>	<i>Significant</i>
<i>Grammar Awareness</i>	<i>0.71</i>	<i>51</i>	<i>0.000</i>	<i>Significant</i>

Overall, the data suggests that ICT-supported instruction had a substantial positive impact on all eight language competencies. The use of multimedia, video clips, interactive resources, and authentic materials contributed to enhanced learning experiences, enabling students to improve their proficiency in reading, listening, viewing, vocabulary development, literature, writing, oral language, and grammar awareness.

4. Conclusions and Recommendations

The study successfully developed and implemented ICT-supported instruction for Grade 10 language lessons using Edgar Allan Poe's short stories. The results showed a significant improvement in students' proficiency across eight key language competencies, including Reading, Listening, Viewing, Vocabulary Development, Literature, Writing and Composition, Oral Language and Fluency, and Grammar Awareness. Prior to the intervention, students had a low level of proficiency, but after the integration of ICT-supported

instruction, their proficiency levels significantly increased, with an overall Mean Proficiency Score (MPS) of 61.94, indicating a developing level of competence. The study highlighted that ICT not only enhanced the effectiveness of the lessons but also made the learning process more engaging and stimulating for the students.

It is recommended that ICT-supported instruction continue to be incorporated into language lessons to further improve students' proficiency. The positive results observed in this study suggest that technology can be a valuable resource in enhancing language learning. To further support the improvement of students' language skills, it is suggested that schools provide more opportunities for language learning both inside and outside the classroom. Activities such as English conversations, watching English language films, and engaging in close reading exercises can help solidify the competencies gained through ICT-supported instruction. Schools should also allocate a budget for the procurement of ICT tools, resources, and materials to ensure the sustainable integration of technology into language instruction, which can enhance the learning experience. Furthermore, teachers should be provided with proper training and support to effectively integrate ICT into their teaching practices, ensuring they can maximize its benefits and engage students in a more interactive way. Finally, the integration of multimedia resources, such as video clips, should be further explored to enhance the delivery of literature and other language lessons. The use of diverse and interactive materials can help cater to different learning styles and keep students motivated and engaged. By implementing these recommendations, schools can continue to build on the positive outcomes of this study, ensuring that students develop stronger language skills and are better prepared for academic success.

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