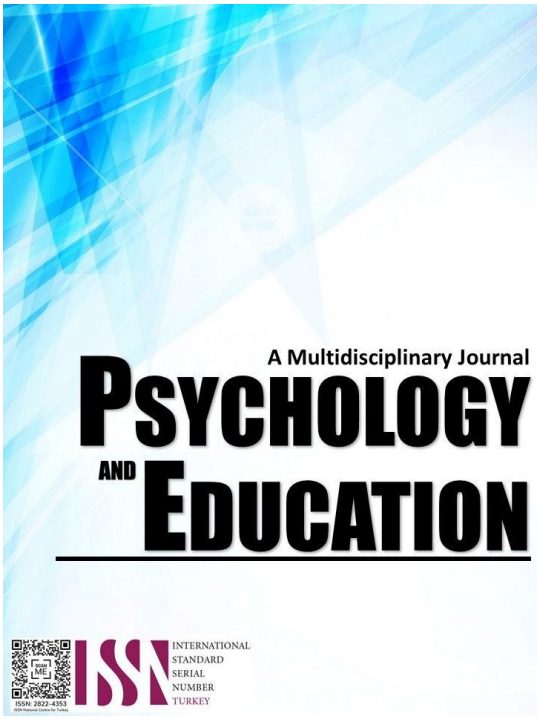
EFFECTIVENESS OF USING AUDIO-VISUAL FACILITIES TO IMPROVE GRAMMAR AMONG LEARNERS AND THEIR LANGUAGE FLUENCY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 56
Issue 3
Pages: 392-403
Document ID: 2026PEMJ5461
DOI: 10.70838/pemj.560305
Manuscript Accepted: 01-02-2026

Psych Educ, 2026, **56**(3): 392-403, Document ID:2026PEMJ5461, doi:10.70838/pemj.560305, ISSN 2822-4353

Research Article

Effectiveness of Using Audio-Visual Facilities to Improve Grammar Among Learners and Their Language Fluency

Kimberly Ann L. Timtim,* Larry R. Labay
For affiliations and correspondence, see the last page.

Abstract

This study investigated the effectiveness of using audio-visual facilities in improving grammar and language fluency among learners in Kibawe, Division of Bukidnon, during the school year 2024–2025. Anchored on Piaget's Constructivist Theory, the research employed a descriptive-correlational design to examine the relationship between the utilization of audio-visual materials and learners' levels of language proficiency. A total of 100 respondents from Kibawe National High School participated through a complete enumeration sampling method. Data were collected using a modified survey-questionnaire and analyzed through descriptive statistics such as mean, standard deviation, and Pearson r Product-Moment Correlation Coefficient. Findings revealed that audio-visual facilities were highly effective in enhancing learners' grammar, vocabulary, pronunciation, speaking, and reading comprehension. However, results also indicated no significant relationship between the degree of effectiveness of audio-visual tools and the learners' overall language fluency, implying that while such tools enhance specific linguistic skills, they do not directly influence general fluency. Furthermore, no significant differences were found when results were grouped according to age and sex. The study concludes that audio-visual facilities serve as valuable supplementary tools in language instruction, supporting the development of grammar and specific communication skills. It recommends sustained integration of technology-assisted learning to create interactive, engaging, and inclusive English language classrooms.

Keywords: *audio-visual facilities, grammar improvement, language fluency, educational technology, constructivist learning*

Introduction

The ability to use a language confidently and easily, avoiding hesitancies and awkward pauses that could hinder clear communication. Fluency in reading is essential for students. The ability to read material accurately, quickly, and appropriately is known as reading fluency. Academic success and general reading comprehension are strongly correlated with reading fluency, which is essential for reading competency. For a more successful learning experience, the teacher must ensure that the students have been able to acquire and perfect such skills.

Preparing students to speak English fluently and spontaneously is not the main goal in situations where English is regarded as a non-native language (Gonzales & Gonzales, 2018). However, teaching students to communicate effectively and organically in English is not the main goal in countries where English is regarded as a non-native language. Most students study English mostly because it is required of them, not because they truly comprehend the advantages of learning the language.

English is considered a second language in the Philippines. Due to their long history of American colonization, Filipinos are regarded as second-language speakers; yet, they still find it difficult to speak English accurately and confidently. The problem of Filipino speakers' fluency in English has attracted a great deal of scholarly attention and has been thoroughly examined in scholarly research and literature. Comparing the Philippines to other non-native English-speaking countries, it is well known for having remarkably high levels of English proficiency. A number of variables contribute to the nation's overall English proficiency, such as the historical effects of English colonization, English's status as an official language, and the emphasis placed on English instruction in the educational system (Alcantara, 2016).

Anybody who wants to become proficient in a language must be fluent, which requires time and effort to acquire. Fluency is a key component of communicative skill, according to Shahini and Shahamirian (2017).

English language instruction is a key component of the Philippine educational system. The effectiveness of English language teaching strategies and curricula in promoting fluency has been the subject of debate and research (Gonzales & Gonzales, 2018). A lack of opportunities for English-speaking encounters, fear of making mistakes, and a lack of confidence are some of the barriers that can hinder the development of fluency. Scholars have proposed a number of strategies to overcome these challenges, such as reading widely, practicing conversation, and taking part in immersion programs for languages (Alcantara, 2016).

There are many common challenges faced by Filipinos who want to improve their English language skills. In the Philippines, many people do not have regular opportunities to converse in English, especially in authentic and immersed interactions. Lack of opportunity to engage with native English speakers or in English-speaking environments can hinder the development of language skills. The presence of concern about making mistakes or receiving poor grades could be a significant barrier to becoming fluent in English. Because they are self-conscious about their vocabulary, grammar, and pronunciation, Filipinos may be reluctant to participate in

English-language conversations out of fear of embarrassing themselves.

For many Filipinos, the problem of low self-confidence is a significant barrier to becoming fluent in English. People may be less inclined to communicate in English if they have low self-esteem, a negative self-perception, or a fear of evaluation. Some Filipino people can find it difficult to obtain resources that can help them improve their English language skills. These restrictions might have to do with the accessibility of top-notch English language learning resources, classes, or technologically advanced solutions. The lack of equitable access to educational resources might hinder students' academic advancement.

Teachers are therefore urged and challenged to use technology to help their students become more fluent in order to grab their class's interest and focus. Technology use can be a useful tactic for improving language learners' grammatical fluency. Currently available, a vast array of grammatical software and programs provides interactive activities, tests, and explanations to help students improve their grammar skills. Because these devices often offer instant feedback, students can identify and correct mistakes.

Learners can easily acquire grammar exercises, classes, and resources through a variety of websites and online platforms. To improve comprehension and mastery of grammatical concepts, these resources include thorough explanations, informative examples, and interactive practice tasks. Grammar lessons and practice exercises are incorporated into the pedagogical structure of many language learning software programs. These apps usually use gamification techniques, which let students take part in interactive grammar lessons and track their progress. Comprehensive materials, including grammar courses, tutorials, and instructional videos, are commonly available on online platforms and digital channels devoted to language learning. Students can make use of these resources to improve their understanding of grammatical rules and how to apply them.

During the School Year (SY) 2023–2024, the purpose of this study was to ascertain how well using technology to enhance students' grammar and fluency in the Maramag II District of Bukidnon relates to its effectiveness.

Research Questions

The fact that an inquiry was conducted to determine the correlation between learners' language fluency and the degree of efficacy of employing audiovisual materials to improve their grammar in Kibawe, The Bukidnon Division, 2024-2025, is the school year (SY). Particularly, this research aimed to respond to the following queries:

1. What is the age and sex distribution of the learners?
2. To what extent can learners improve their grammar, vocabulary, pronunciation, speaking, and reading comprehension skills by using audio-visual resources?
3. How proficient are the students in the language in Kibawe, Bukidnon Division?
4. Does the language fluency of students in Kibawe, Division of Bukidnon, significantly correlate with the success of using audiovisual materials in order to help them with their grammar?
5. Do learners' levels of efficacy while utilizing audiovisual materials to improve grammar fluctuate significantly depending on their age and sex?

Literature Review

An outline of the research and writings the researcher evaluated is given in this section. Regarding their evaluations on the efficacy of utilizing technology to boost learners' grammatical proficiency and proficiency in a language, these sources were deemed pertinent and noteworthy. The way the literature presentations are organized is comparable to how the variables are shown in Section 1.

The Efficiency of Technology in Enhancing Grammar

An extensive study has been conducted on the utilization of technology in the context of English language acquisition. According to Himmelsbach (2019), the availability of continuous Internet connectivity enables round-the-clock access and collection of information. Furthermore, a wide range of information can be accessed via the Internet, with the added benefit of frequent updates. The availability of this access facilitates students in locating study materials and educational tools, facilitating their interaction with and access to resources from internationally recognized universities.

The application of technology in education involves the development of a virtual space where students use their own photos as profile photographs, enabling multi-context interaction on a single platform. By allowing students to collaborate and communicate with one another virtually, Second Life promotes connection and communication even in situations where they are not physically present in traditional classrooms.

Students can also fully immerse themselves in the target language and investigate and communicate with their classmates (Zazulak, 2020). One of the advantages associated with using technology to improve English language proficiency is its ability to captivate pupils through novel and innovative approaches effectively. According to Arifah (2018), the use of the Internet may act as a stimulant to increase readers' motivation to learn. Visual media, including images, videos, and music, can be successfully included in educational classes to raise students' intellectual awareness and encourage the growth of their critical thinking abilities. An additional advantage lies in the ability of students to utilize English-related applications on their mobile devices. Speck (2019) posits that English language

learners can derive advantages from engaging with technology. In contemporary times, technology is being employed in various capacities, with a particular emphasis on its integration within the realm of education.

Hopkins (2021) argues that in the past, people had a minimal awareness of what was happening in their immediate environment. However, the emergence of technology has profoundly changed their viewpoints. In this day and age, kids can rapidly use their mobile phones to interact with their professors, family, and classmates.

Moreover, anybody, including teachers and students, can use the Internet to obtain a variety of information and have conversations with their peers about newly learned material, claims Motteram (2019). Technology advancements, particularly the Internet, have made it simpler for students to access learning resources.

According to Anderson and Larsen-Freeman (2018), the usage of technology in the classroom allows students to broaden their academic horizons. According to Ahmadi (2018), pupils can study more easily thanks to technology. Nonetheless, it is crucial to use caution while utilizing it as an additional learning tool. Using mobile phones or mobile applications is one of the many instructional strategies available for teaching vocabulary.

Moreover, these entities also facilitate learners in acquiring knowledge outside the confines of the traditional classroom setting. It should be emphasized, however, that in 2019, educational activities do not need to be restricted to certain locations where pupils can communicate with their instructors and fellow students.

Hashemifardnia. The one that utilization of technological advances for computers and the Internet can provide advantageous opportunities for the research, improvement, practice, and cultivation of oral communication abilities.

According to Alsied and Pathan (2018), EFL (English as a Foreign Language) learners are able to use a variety of electronic gadgets and devices to access the Internet, including PCs, tablets, and smartphones. The fact that enables them to engage in communication with individuals from different countries, hence facilitating language improvement.

In 2016, Alsulami conducted a study with the aim of investigating Technology's impact on female students at Effatt College studying English as a foreign language (EFL) in terms of their language acquisition skills. In order to gather data for this study, the researcher used questionnaires with Likert scale items.

The data of this study for Social Sciences utilized the Statistical Package for the Social Sciences (SPSS) for analysis, and the findings were obtained. The results of the study unequivocally demonstrate that the use of social networking platforms, software applications, audio instruments such as YouTube, Skype, and MP3 players, in addition to being instructive applications on smartphones, has a good impact.

The way in which students or learners use technology determines how effective its integration into English language instruction is. In 2019, Shyamlee and Phil carried out a study on the topic of "The Utilization of Technology in the Teaching and Learning of the English Language". The benefits and drawbacks of incorporating multimedia technology into the setting of teaching and learning English were investigated by two academics using qualitative analysis. This included a number of platforms and tools, such as PowerPoint, the Internet, electronic mail, and the Electronic Dictionary, among others. The results unequivocally demonstrate that the use of multimedia technologies can enhance educational efficacy and promote increased teacher-student engagement.

Technology also increases the course material's adaptability. Both sides of every phenomenon exist, and technology is no different. Notably, however, technology can also place restrictions on children's cognitive capacities. In conclusion, the writers argue that while technology is largely a supplemental tool for facilitating English language learning and teaching, it should not be used excessively. Authors Parvin and Salam (2015) are credited with writing this article. Its discussion pertains to the efficacy of employing technology solutions for improving English competence in the context of the English language.

An investigation into the significance of a study on the application of Technology Enhanced Language Learning (TELL) in language classes was carried out by Patel (2017).

For this study, the researcher used an analysis methodology and a questionnaire. According to the findings, English teachers have effectively used a number of techniques to support language learning in a technology environment, which has improved students' progress toward their language goals. In conclusion, this study aims to outline some new developments in technology-assisted language acquisition.

Costley (2018) authored a paper titled "The Positive Effects of Technology on Teaching and Student Learning." The author employed analytical methods in the composition of this paper. A beneficial relationship between the use of technology and language learning was shown by the current study. Additionally, technology works well for a range of age groups and is a useful tool for helping children with particular learning needs. In summary, the utilization of technology in the context of learning English has a number of benefits, including increased student motivation, improved engagement, better teamwork, and the growth of technological skills. The purpose of Rahami and Katal's (2018) work was to illustrate the creative use of podcasting technology in language learning studies.

This piece serves as an example of how to assess students' performance while using a metacognitive listening technique. Furthermore,

the study aims to determine the level of methodological knowledge regarding technology-assisted podcasting and metacognitive listening skills for learning English.

The purpose of Yang and Chen's (2019) study is to investigate how using Internet-connected gadgets affects learning English as a second language. Students now have more opportunities to use technology throughout the foundational course thanks to this commentary. Examining the effects of multimedia technology on students' English language acquisition is the main goal of this research, which also highlights the necessity of innovative study strategies and self-directed learning. A total of 44 participants—all male students in the tenth grade—completed the research paper. The fact that 88% of respondents have experience using various technical devices, including the Internet and email, whereas 12% of respondents have never used the Internet, is also significant.

Data collection includes a range of techniques, such as questionnaires, electronic mail, document analysis, and talks. The reason behind this research is to show how effectively technological tools may help students become more proficient in the English language, including how they can learn using different teaching methods and enhance their communication skills.

Fithriani (2019) used Facebook as a learning tool to investigate how Indonesian English as a Foreign Language (EFL) students at universities use it to improve their advanced writing skills in the classroom. Facebook is a useful tool for EFL students who want to improve their advanced writing skills, according to the study's conclusions. 53 participants in all, 40 of them were female students, and 13 of whom were male, were included in the questionnaires, discussions, and interviews that the researcher performed on the Facebook platform. The results show that incorporating Facebook into the writing classroom has improved students' confidence, communication skills, and general English language learning, especially in the writing domain.

Trasierra carried out a study in 2018 aimed at examining the merits and drawbacks associated with the utilization of Information and Communication Technologies (ICTs) in the context of EFL, which stands for English as a Foreign Language. Primary education-focused English teachers in Catalonia make up the research study's participants. Google Forms was used to administer the questionnaires that collected the data for this investigation. To investigate the difficulties instructors have while integrating technology into the classroom, the researcher has administered surveys. This study's dependence on a limited data collection procedure is one of its weaknesses, which could affect how broadly the findings can be applied. The author suggests more investigation into the drawbacks of the role of information and communication technologies (ICTs) in learning English.

Consistent with Mofareh (2019), the paper illustrates the favorable consequences of incorporating technology into educational practices. Our research's goal is to examine how old teaching methods are giving way to more modern ones, particularly those that include technology. This is because there are certain problems with educational studies that haven't produced the expected results. Both teachers and students are included in our study. The study also shows that a sizable percentage of students—between 75 and 85 percent—have a positive attitude toward conventional teaching techniques.

In contrast, between 60 and 80 percent of students say they are not happy with these study methods. Ultimately, the results are meant to give students more confidence so they can perform well in English and have a stronger preference for traditional teaching methods.

Benefits of Using Technology in Language Classes

Using technology in the language classroom has a number of advantages. A review of the most recent academic research on technology-assisted language learning reveals some interesting findings. To assess the potential advantages of technology in improving language instruction, Zhao (2018) conducted an investigation. Across four major areas, the study found a number of gaps in the body of knowledge regarding the effectiveness of integrating technology into language instruction.

There are relatively few systematic and carefully thought-out empirical studies on the effects of using technology in language learning. The educational settings in which these tests were administered were limited to adult learners and higher education. Only commonly spoken foreign languages and English as a foreign or second language were included in the analysis. The experiments were often brief and focused on one or two aspects of language acquisition, including grammar or vocabulary. Nonetheless, the paucity of research indicates a steady pattern of positive results. Technology-assisted language learning is at least as effective as traditional human education, if not more so, according to a number of studies.

Hennessy (2020) asserts that the use of information and communication technologies (ICTs) can act as a stimulant to encourage educators and learners to take creative approaches to their work. Peer and teacher-student talks, investigations, analyses, reflections, questioning, encouragement, and feedback are characteristics of these activities. Hennessy (year) claims that educators are increasingly realizing how important it is to support and encourage children's capacity for autonomous thought and action as they grow more self-reliant.

There are two distinct viewpoints about the incorporation of technology in educational settings, according to Warschauer (2019). Under the cognitive approach, students have the chance to actively expand their own knowledge and maximize their exposure to the language in pertinent contexts. Multimedia simulation software and text reconstruction software are examples of these types of technologies. Learners can interact with language and culture in a relevant audio-visual framework by using multimedia simulation software to immerse themselves in computerized micro worlds. The best programs in this category provide students a great deal of independence and engagement, allowing them to adjust their language input more skillfully. Additionally, the social approach views language learning

as a type of socialization and places a great deal of attention on the social component of language acquisition. In order to develop and hone practical life skills, it is crucial that students have the opportunity to participate in authentic social interactions. By encouraging student cooperation within the framework of real-world projects and activities, this goal can be achieved.

As said by Zhao (2018), pronunciation is essential to language learning. However, the task of offering valuable criticism poses challenges. In traditional classrooms, a teacher, whose ability to judge students' pronunciation may differ, is often the one providing criticism and setting an example. Asking pupils to repeat the pronunciation or explaining the abstract concepts behind sound generation are common ways to provide feedback. The use of speech recognition technology has resulted in improved techniques for giving pupils feedback, which has raised efficacy and efficiency. It has been noted that the use of interactive materials in classrooms is consistent with the dominant trend of offering instructional support.

Furthermore, it has been noted by Kapp (2018) that instructional assistance tools are a crucial part of educational computer games. Ke (2017) claims that a number of studies have documented statistically meaningful results when support is present. A total of seventeen studies that particularly looked at educational game design were included in Kapp's analysis. The results of these studies typically show that people who play games without any instructional help tend to become proficient in the game itself instead of learning domain-specific information that is contained within the game. Support features in educational environments can include a variety of things, like using pedagogical agents, giving thorough feedback, and presenting information in numerous ways.

It has been discovered that educational games help develop higher-order thinking abilities, including reasoning and planning (Ke, 2017). Ke's conclusion is based on studies that looked at cognitive learning outcomes in a number of areas, such as problem-solving, descriptive and conceptual information, basic motor skills, and general cognitive strategies.

Furthermore, it has been demonstrated that educational computer games can improve motivation in a range of learning environments and among different learner groups. The aforementioned findings are from studies that looked at how various factors affected learning results. Self-efficacy, attitudes toward learning, issue knowledge, constructive criticism regarding game use, and ongoing motivation are some of these elements.

Computer-mediated communication has been recognized as a useful instrument for promoting language acquisition in connection with Eaton's (2018) findings. Comparing computer-mediated discussions to in-person debates, the former frequently show a greater level of equal participation. A lower chance of monopolizing the discourse is linked to the presence of teachers or a small number of aggressive students, resulting in class discussions that are more collaborative in nature. The claim is supported by the concept that exposure to authentic, engaging, and understandable but difficult resources in the target language is necessary for language acquisition (Zhao, 2018).

Acquired Knowledge

By enabling the students to actively interact with language through movies, audio recordings, and multimedia, the usage of audio-visual materials can significantly help them improve their grammar and language proficiency. Grammar principles and language structures are reinforced as a result of this active participation. Visuals help with understanding and give context. It has been noted that the use of interactive tools in classrooms is consistent with the dominant trend of offering instructional support.

The results of these studies typically show that people who play games without any instructional support prefer to become proficient in the game itself instead of learning domain-specific information that is offered in the game. The best programs in this area provide students with a high level of independence and participation, which helps them to adapt their language input better. Additionally, the social approach views language learning as a type of socialization and places a great deal of attention on the social component of language acquisition.

Methodology

Research Design

In this study, the descriptive-correlational research design was employed. investigation. It establishes the connection between learners' language fluency and the efficiency of employing audio-visual resources to enhance grammar. The chosen questionnaire is used to gather data on how effective it is to use audio-visual resources to help learners improve their grammar, and the Phil-IRI Pte-Test results are used to gauge the learners' language fluency.

Respondents

The survey was completed by all public educators in Kibawe II District, Bukidnon Division, for the 2024–2025 school year. Table 1 displays how respondents were distributed by school. The sampling method employed in this investigation was complete enumeration. It is desired that all of the instructors at Kibawe National High School in the Bukidnon Division engage as respondents for the School Year (SY) 2024–2025.

Table 1. *Respondent Allocation by School*

The School	*The quantity of Respondents*
The Kibawe National High School.	100
Total	100

The sampling method employed in this investigation was complete enumeration. It is desired that all of the instructors at Kibawe National High School in the Bukidnon Division engage as respondents for the School Year (SY) 2024–2025.

Instrument

A modified questionnaire is the tool used to collect the necessary data. The survey-questionnaire is divided into 3 parts. Part I included the respondents' demographic profile, encompassing occupation, sex, and age. One section addressed the degree of efficacy of employing audiovisual tools to help students with their grammar. Five objects are found in each location. The selections' columns follow the Five-Point Likert Scale. The respondent will look at the column to see which response he selected. Part III assessed the students' linguistic proficiency.

Procedure

Implementing Research at Valencia Colleges (Bukidnon) Incorporated follows conventional operating procedures. was the goal of the current study. The first step was to ask the Graduate School Dean for a letter of permission and endorsement. The materials are then sent to the Division of Bukidnon's Schools Division Superintendent for examination and consideration. The researcher asks the Kibawe II District's Public Schools District Supervisor for authorization after obtaining the required consent. After that, the researcher approaches the school heads of the chosen schools to request their consent to carry out a study within their purview. Ultimately, the questionnaires are distributed to the chosen individuals.

Data Analysis

In this investigation, the following descriptive statistics were applied:

In terms of age and sex, the respondents' demographic profile was described utilizing both percentage and frequency count. The effectiveness of employing audio-visual resources to assist learners in improving their grammar was evaluated using mean and standard deviation. In the Kibawe II District, Division of Bukidnon, the mean and standard deviation are used to assess the linguistic proficiency of the students.

Using the Pearson r Product-Moment Correlation Coefficient, or Pearson r, it was discovered that there was a substantial correlation between the use of audio-visual materials to aid learners in Kibawe II District, Division of Bukidnon, in improving their grammar and language fluency.

Ethical Considerations

Involvement was completely voluntary in the study. The investigator gave careful thoughtfulness, privacy, and security to the respondents' top priority. Together with thorough environmental information, informed consent forms are given to responders. In order to prevent influencing the respondents' answers, the researcher tried to record their feedback. To safeguard respondents' identities and maintain the study's integrity, their identities are concealed. Respondents are permitted to refuse to answer any question at any point during the research.

Results and Discussion

This section is structured under the pertinent topic below, and the order in which the various problems were presented was determined by the order in which they were provided in the problem statement. Within this section, the information gathered from the respondents is shown, examined, and explained. In the process of analyzing data, frequency, mean tables, standard deviation, and correlation are employed.

Table 2. *Respondents' age-related demographic profile*.

The Age	*f*	*%*
aged 21 to 30	33	33.0
age range: 31–40	26	26.0
between the ages of 41 and 50	29	29.0
The age range is 51 to 60.	12	12.0
In Total	100	100.0

The respondents' age-based demographic profile in Table 2 indicates that the majority are members of the 21-30 years old age group (f = 33, 33.0%), followed by those aged 41-50 years old (f = 29, 29.0%). The 31-40 years old group accounts for 26 respondents (26.0%), while the least represented age group is 51-60 years old (f = 12, 12.0%). These findings suggest that the respondents are relatively young, with more than half (59.0%) ranging in age from 21 to 40.

Table 3. *Sex-specific demographic profile of the responders*.

The Sex	*f*	*%*
The Men	55	55.0
The Women	45	45.0
In Total	100	100.0

The majority of respondents are male (f = 55, 55.0%), according to Table 3's demographic profile of respondents by sex. Female respondents make up a lesser percentage (f = 45, 45.0%). This suggests that there is a small male predominance and a fairly equal distribution between the sexes.

Table 4. *The degree to which learners' vocabulary and grammar can be improved through the use of audiovisual resources*.

Indicator	*Mean*	*SD*	*Interpretation*
Fluency in the language requires a large vocabulary. For learners to communicate successfully and comprehend others, they must learn a broad variety of words and their definitions.	4.70	0.611	Exceptionally Effective
Language learning websites, grammar manuals, and online dictionaries provide thorough explanations, examples, and exercises to help students comprehend and practice grammatical rules as well as increase their vocabulary.	4.45	0.845	Extremely High Efficiency
Technology offers various interactive and engaging platforms, such as language learning apps, websites, and software, that make grammar and vocabulary learning enjoyable for learners.	4.39	0.790	Very, Very Effective Extremely Effective
Vocabulary includes not only individual words but also idiomatic expressions, collocations, and domain-specific terminology.	4.36	0.847	Extremely Effective
With the aid of technology, students can improve their knowledge of grammar and vocabulary by accessing real language resources like articles, podcasts, films, and interactive exercises.	4.28	1.026	Extremely High Efficiency
In Total	4.44	0.652	Extremely Effective

Scale 5 (4.20–5.00): Very Highly Effective—effectiveness is seen nine to ten times out of ten; 4 (3.40–4.19): Highly Effective—effectiveness is seen seven to eight times out of ten; 3 (2.60–3.39): Moderately Effective—effectiveness is noted five to six times out of ten; 2 (1.80–2.59): Less Effective—effectiveness is seen three to four times out of ten; 1 (1.00–1.79): Not Effective—efficacy is noted 0–2 times out of ten.

The usefulness of using audiovisual materials to expand students' vocabularies and grammar is demonstrated by the data in Table 4, which was generally rated as Very Highly Effective across all indicators. The highest-rated indicator was "A strong vocabulary is essential for language fluency. Learners need to acquire a wide range of words and their meanings to express themselves and understand others effectively." (SD = 0.611, mean = 4.70), indicating a strong agreement among respondents on the importance of vocabulary acquisition for language proficiency.

The indicator "Online dictionaries, grammar guides, and language learning websites offer comprehensive explanations, examples, and exercises to help learners understand and practice grammar rules and expand their vocabulary." (4.45 on average, 0.845 on the SD) also received a high rating. Similarly, "Technology offers various interactive and engaging platforms, such as language learning apps, websites, and software, that make grammar and vocabulary learning enjoyable for learners." (Mean = 4.39, SD = 0.790) emphasized the engaging nature of technology in language learning.

The lowest-rated indicator was "Technology enables learners to access authentic language materials, such as videos, podcasts, articles, and interactive exercises, to enhance grammar and vocabulary learning." (Mean = 4.28, SD = 1.026). While still categorized as Very Highly Effective, More diversity in replies is suggested by the larger standard deviation, which shows that different learners may perceive this method differently.

Overall, with a general mean of 4.44 (SD = 0.652), the findings affirm that audio-visual facilities are highly beneficial in improving learners' vocabulary and grammar. This work, Rahami and Katal (2018), was written to demonstrate how podcasting technology can be used creatively in language acquisition research. This piece serves as an excellent example of how to assess students' performance while using a metacognitive listening technique. Furthermore, this study aims to determine the level of methodological knowledge regarding metacognitive listening abilities and the use of technology in podcasting for English language acquisition.

Table 5. *The effectiveness of using audio-visual aids to help learners improve their grammar*.

Indicator	*Mean*	*SD*	*Interpretation*
Fluency depends on knowing and appropriately using grammar rules. The usage of proper verb tenses, sentence structures, word order, and grammatical patterns should be possible for learners.	4.60	0.739	Highly Effective
Grammar learning apps, websites, and software are examples of interactive learning platforms made possible by technology that involve students in interactive exercises and activities.	4.55	0.702	Highly Effective
Grammar checkers are made possible by technology and can be found as standalone programs or browser extensions, as well as integrated into word processors.	4.49	0.835	Very, Very Highly Effective
Learners can gain a deeper comprehension of abstract grammatical rules, sentence structures, and word usage with the aid of visual representations. Because multimedia materials offer real-	4.41	0.767	Extremely High Effective

world language context and examples, learning grammar becomes more relatable and memorable.			
Grammar proficiency enables students to accurately express their ideas in words and create meaningful, cohesive phrases.	4.39	0.751	Very, Very Effective
In Total	4.49	0.600	Exceptionally Very Highly Effective

Scale 5 (4.20–5.00): Very Highly Effective—effectiveness is seen nine to ten times out of ten; 4 (3.40–4.19): Highly Effective—effectiveness is seen seven to eight times out of ten; 3 (2.60–3.39): Moderately Effective—effectiveness is noted five to six times out of ten; 2 (1.80–2.59): Less Effective—effectiveness is seen three to four times out of ten; 1 (1.00–1.79): Not Effective—efficacy is noted 0–2 times out of ten.

Table 5 results indicate that learners' usage of audio-visual resources to enhance their grammar was generally rated as Very Highly Effective across all indicators. The highest-rated indicator was "Understanding and applying grammar rules correctly is crucial for fluency. Learners should be able to use appropriate verb tenses, sentence structures, word order, and grammatical patterns." (Mean = 4.60, SD = 0.739), indicating that learners recognize the fundamental role of grammar in achieving fluency and accuracy in language use.

Following closely, the indicator "Technology offers interactive learning platforms, such as grammar learning apps, websites, and software, that engage learners in interactive exercises and activities." (Mean = 4.55, SD = 0.702) highlights the effectiveness of digital tools in making grammar learning more engaging and accessible. In a similar vein, "Technology provides grammar checking tools, both integrated into word processors and available as separate software or browser extensions." (SD = 0.835, mean = 4.49)reflects the significant role of technology in assisting learners with grammar accuracy.

An extensive study has been conducted on the utilization of technology in the context of English language acquisition. According to Himmelsbach (2019), the availability of continuous Internet connectivity enables round-the-clock access and collection of information. Furthermore, a wide range of information can be accessed via the Internet, with the added benefit of frequent updates. The availability of this access facilitates students in locating study materials and educational tools, enabling them to engage with and access resources from renowned global universities.

The lowest-rated indicator was "Mastery of grammar allows learners to construct meaningful and coherent sentences while conveying their thoughts accurately." (SD = 0.751, mean = 4.39). Although this score is still classified as Very Highly Effective, it indicates that learners may perceive direct grammar instruction and support tools as slightly more beneficial than the broader goal of mastery itself. Overall, with a general mean of 4.49 (SD = 0.600), the findings suggest that audio-visual facilities play a crucial role in enhancing grammar proficiency.

Table 6. *The level of efficacy of applying audio-visual materials to promote grammar among learners in terms of pronunciation*.

Indicator	*Mean*	*SD*	*Interpretation*
Numerous tutorials, instructional films, and pronunciation guides that concentrate on certain sounds, phonetic symbols, and pronunciation rules may be found online.	4.58	0.755	Extremely High Efficiency
Learners can practice their pronunciation by using the many audio and video resources made available by technology.	4.53	0.731	Extremely High Efficiency
The capacity to correctly create a language's sounds, stress, rhythm, and intonation patterns is known as pronunciation. Pronouncing words clearly and understandably improves communication and makes it easier for others to understand the learner.	4.52	0.703	Extremely High Efficiency
Learners can communicate with native speakers and other language users when they can pronounce words clearly.	4.41	0.668	Extremely High Efficiency
Pronunciation applications provide learners with feedback on their pronunciation as well as interactive tasks and drills.	4.41	0.712	Extremely High Efficiency
Overall	4.49	0.562	Extremely High Efficiency

Scale 5 (4.20–5.00): Very Highly Effective—effectiveness is seen nine to ten times out of ten; 4 (3.40–4.19): Highly Effective—effectiveness is seen seven to eight times out of ten; 3 (2.60–3.39): Moderately Effective—effectiveness is noted five to six times out of ten; 2 (1.80–2.59): Less Effective—effectiveness is seen three to four times out of ten; 1 (1.00–1.79): Not Effective—efficacy is noted 0–2 times out of ten.

Table 6 presents data on how learners use audio-visual resources to enhance their pronunciation, which was generally considered to be Very Highly Effective across all indicators. The most highly regarded indicator was "The internet offers numerous pronunciation guides, tutorials, and instructional videos that focus on specific sounds, phonetic symbols, and pronunciation rules" (average of 4.58, SD of 0.755), indicating that learners find online pronunciation resources highly beneficial in refining their pronunciation skills.

Following closely, the indicator "Technology provides access to a wide range of audio and video resources that learners can use to practice pronunciation" (Mean = 4.53, SD = 0.731) highlights the importance of technological tools in offering diverse pronunciation practice opportunities. Similarly, "Pronunciation refers to the ability to produce sounds, stress, rhythm, and intonation patterns of a language accurately. Clear and intelligible pronunciation enhances communication and facilitates understanding between the learner and others." (Mean = 4.52, SD = 0.703) underscores the crucial role of pronunciation in effective communication.

The lowest-rated indicators, both with a mean of 4.41, were "Fluency in pronunciation enables learners to be understood by native speakers and fellow language users." (Mean = 4.41, SD = 0.668) and "Pronunciation apps offer interactive exercises, pronunciation drills, and feedback on learners' pronunciation." (Mean = 4.41, SD = 0.712). Although these indicators received slightly lower ratings,

they still fall within the Very Highly Effective category, signifying their strong impact on pronunciation development.

Overall, with a general mean of 4.49 (SD = 0.562), the findings indicate that audio-visual facilities significantly contribute to improving learners' pronunciation skills. As said by Zhao (2018), pronunciation holds a crucial role during the language learning process. But providing constructive criticism is a difficult endeavor. In traditional classroom settings, an instructor, whose ability to judge students' pronunciation may differ, often provides criticism and sets an example. Giving kids feedback frequently entails asking them to repeat the pronunciation or explaining the abstract concepts that underlie sound creation. The application of speech recognition technology has resulted in improved techniques for giving pupils feedback, which has raised efficacy and efficiency. It has been noted that the use of interactive tools in classrooms is consistent with the dominant trend of offering instructional support.

Table 7. *The level of efficacy of applying audio-visual aids to improve grammar among learners in terms of speaking*.

Indicator	*Mean*	*SD*	*Interpretation*
Speaking fluently is having the ability to communicate ideas clearly and confidently. Students should have the ability to start and carry on conversations, take part in debates, express their viewpoints, and effectively communicate information.	4.62	0.678	Exceptionally Highly Effective
Thanks to technology, students can record their own pronunciation and listen to the recordings for self-evaluation purposes.	4.53	0.846	Exceptionally Highly Effective
Speech recognition technology can be used by technology-based programs to evaluate students' pronunciation and give them instant feedback.	4.45	0.730	Exceptionally Highly Effective
Numerous tutorials, instructional films, and pronunciation guides that concentrate on certain sounds, phonetic symbols, and pronunciation rules may be found online.	4.42	0.819	Exceptionally Highly Effective
Speaking fluently involves employing suitable grammar, vocabulary, and pronunciation together with effective communication techniques.	4.41	0.753	Exceptionally Highly Effective
In Sum	4.49	0.629	Exceptionally Highly Effective

Scale 5 (4.20–5.00): Very Highly Effective—effectiveness is seen nine to ten times out of ten; 4 (3.40–4.19): Highly Effective—effectiveness is seen seven to eight times out of ten; 3 (2.60–3.39): Moderately Effective—effectiveness is noted five to six times out of ten; 2 (1.80–2.59): Less Effective—effectiveness is seen three to four times out of ten; 1 (1.00–1.79): Not Effective—efficacy is noted 0–2 times out of ten.

According to the information in Table 7, learners' usage of audio-visual resources to enhance their speaking abilities was generally rated as Very Highly Effective across all indicators. The highest-rated indicator was "Fluency in speaking involves the ability to express oneself confidently and coherently. Learners should be able to initiate and maintain conversations, participate in discussions, share opinions, and convey information effectively." (Mean = 4.62, SD = 0.678), suggesting that learners recognize the importance of fluency and coherence in effective communication.

Following closely, the indicator "Technology allows learners to record their own pronunciation and listen to the recordings for self-assessment" (Mean = 4.53, SD = 0.846) highlights the role of self-monitoring in enhancing speaking skills. Additionally, "Technology-based tools can employ speech recognition technology to analyze learners' pronunciation and provide immediate feedback." (Mean = 4.45, SD = 0.730) underscores the effectiveness of AI-driven tools in improving pronunciation and speech accuracy.

The lowest-rated indicator was "Fluency in speaking includes using appropriate vocabulary, grammar, and pronunciation while demonstrating good communication strategies." (SD = 0.753, mean = 4.41). Although it received the lowest rating, it still falls within the Very Highly Effective category, indicating that learners acknowledge the importance of multiple linguistic components in achieving fluency.

Overall, with a general mean of 4.49 (SD = 0.629), the findings affirm that audio-visual facilities significantly enhance speaking skills by providing learners with opportunities for self-assessment, pronunciation improvement, and interactive learning. The application Utilizing ICTs (information and communication technologies) could serve as a stimulant for motivating educators and learners to embrace innovative methods of working, claims Hennessy (2020). Discussions between students and between peers, as well as inquiries, analyses, reflections, support, and feedback, are characteristics of these activities. According to Hennessy (year), educators are increasingly realizing that as children gain more independence, it is critical for them to be able to think and act on their own.

Table 8. *degree to which the use of audio-visual resources can enhance learners' grammar and reading comprehension*.

The Indicator	*Mean*	*SD*	*Interpretation*
E-books, digital texts, and online reading platforms are examples of interactive reading platforms made possible by technology that allow students to participate in interactive reading experiences.	4.64	0.628	Very, Very Effective
Language fluency encompasses the ability to understand written texts in the target language. Learners should be able to read and comprehend different genres, such as articles, books, and academic texts.	4.59	0.854	Exceptionally High Effective
With the help of text-to-speech technology, students can hear the reading material read aloud. While honing their reading comprehension abilities, students can benefit from this feature by improving their pronunciation, intonation, and rhythm.	4.59	0.740	Extremely Effective
Access to a vast array of multimedia and real reading materials, including blogs, news websites, online magazines, and articles, is made possible by technology. integrate grammatical structures into everyday situations.	4.46	0.758	High Effective

Strong reading skills involve understanding main ideas, inferring meaning from context, and critically analyzing the content.	4.45	0.730	High Effective
In Sum	4.55	0.620	Extremely Effective

Scale 5 (4.20–5.00): Very Highly Effective—effectiveness is seen nine to ten times out of ten; 4 (3.40–4.19): Highly Effective—effectiveness is seen seven to eight times out of ten; 3 (2.60–3.39): Moderately Effective—effectiveness is noted five to six times out of ten; 2 (1.80–2.59): Less Effective—effectiveness is seen three to four times out of ten; 1 (1.00–1.79): Not Effective—efficacy is noted 0–2 times out of ten.

According to the information in Table 8, students' usage of audio-visual resources to enhance their reading comprehension was generally rated as Very Highly Effective across all indicators. The highest-rated indicator was "Technology offers interactive reading platforms, such as e-books, digital texts, and online reading platforms, that engage learners in interactive reading experiences."(SD = 0.628, mean = 4.64), indicating that learners highly value digital reading platforms for enhancing their reading comprehension skills.

Following closely, two indicators received an equal mean score of 4.59: "Language fluency encompasses the ability to understand written texts in the target language. Learners should be able to read and comprehend different genres, such as articles, books, and academic texts." (SD = 0.854) and "Technology offers text-to-speech features that allow learners to listen to the reading material being read aloud. This feature can help learners improve their pronunciation, intonation, and rhythm while developing their reading comprehension skills." (SD = 0.740).

The lowest-rated indicator was "Strong reading skills involve understanding main ideas, inferring meaning from context, and critically analyzing the content." (4.45 on average, 0.730 on the SD). Although it received the lowest rating, it still falls within the Very Highly Effective category, emphasizing that learners recognize the importance of critical reading skills in improving comprehension.

Overall, with a general mean of 4.55 (SD = 0.620), the findings suggest that audio-visual facilities significantly enhance learners' reading comprehension abilities.

An investigation into the significance of language classes using Technology Enhanced Language Learning (TELL) was conducted by Patel (2017). For this study, the researcher used an analysis methodology and a questionnaire. According to the findings, English teachers have effectively used a number of techniques to support language learning in a technology environment, which has improved students' progress toward their language goals. In conclusion, this study aims to outline some new developments in technology-assisted language acquisition. In a number of fields, including education, technology has become increasingly popular.

Table 9. *Language fluency of the learners in Kibawe, Division of Bukidnon*.

The Range	*f*	*%*	*Adjectival Score*
90 to 100	10	10.0	Outstanding Performance
85 to 89	14	14.0	Extremely Satisfactory
eighty– 84	47	47.0	Acceptable
75 to 79	29	29.0	Quite satisfactory
Total	100-	100.0	

Table 9 reveals the language fluency of learners in Kibawe, Division of Bukidnon, showing that the majority fall within the 80–84 range (f = 47, 47.0%), which corresponds to a Satisfactory adjectival rating. This is followed by those in the 75–79 range (f = 29, 29.0%), classified as Fairly Satisfactory. A smaller percentage of learners achieved a Very Satisfactory rating within the 85–89 range (f = 14, 14.0%), while only a few demonstrated Outstanding Performance in the 90–100 range (f = 10, 10.0%).

According to Alsied and Pathan (2018), EFL (English as a Foreign Language) learners are able to use a variety of electronic gadgets and devices, including PCs, tablets, and smartphones, to connect to the Internet. This enables them to engage in communication with individuals from different countries, hence facilitating language improvement.

Table 10. *Language fluency and the usefulness of using audio-visual materials to assist students in Kibawe, Division of Bukidnon, in improving their grammar are examined for a noteworthy correlation*.

A Variable	*R*	*The p-value*	*Meaning*
Words and phrases	0.102	.312	Unimportant
The use of grammar	-.095	.347	Unimportant
How to pronounce	-.034	.734	Unimportant
Speaking out	-.035	.732	Unimportant
Comprehending Reading	-.065	.518	Unimportant
In Total	-.075	.460	Unimportant

The test of the significant correlation between the efficiency of employing audio-visual resources to improve grammar and the language proficiency of students in Kibawe, Division of Bukidnon, is shown in Table 9, which indicates that all variables yielded not significant results. Specifically, vocabulary (r = 0.102, p-value = .312), grammar (r = -0.095, p-value = .347), pronunciation (r = -0.034, p-value = .734), speaking (r = -0.035, p-value = .732), and reading comprehension (r = -0.065, p-value = .518) all demonstrated weak correlations with no statistical significance. The overall relationship (r = -0.075, p-value = .460) also confirms the lack of significant association.

Table 11. *When learners are categorized by age and sex, there is a considerable difference in how well audio-visual materials work to improve*.

The Variable	*Total Squares*		*The Mean Square*		*F/t.*	*The p-value*
	In Between	*Inside*	*In Between*	*Inside*		
The Age	.118	29.789	.030	.314	.094	.984
Sex					-.541	.590

When learners are categorized by age and sex, Table 11 shows that there are no statistically significant variations in the test of significant difference in Utilizing audio-visual resources effectively to enhance grammar. Age (F = 0.094, p-value =.984) in particular exhibits a very low F-value with a high p-value, indicating that learners' opinions regarding the usefulness of audio-visual facilities do not differ substantially among age groups. Similarly, sex (t = -0.541, p-value = .590) also yielded a non-significant result, indicating that male and female learners perceive the effectiveness of audio-visual facilities in a similar manner.

Conclusions

From the study's findings, the following conclusions were made:

The one that the demographic makeup of the actual respondents suggests that the majority are young adults in the early to mid-career stage. Additionally, the distribution of male and female respondents is relatively balanced, with a slight predominance of males. Audio-visual facilities are highly effective in enhancing vocabulary, grammar, pronunciation, speaking, and reading comprehension, among other facets of language acquisition. Interactive technology and multimedia resources provide valuable support in improving learners' overall language proficiency. While most learners in Kibawe, Division of Bukidnon, exhibit satisfactory language fluency, only a small number achieve very high proficiency. This indicates the need for further initiatives to strengthen language fluency among learners. There is no discernible connection between overall language fluency and how well audiovisual resources work to enhance grammar. Although these tools enhance specific language skills, they do not directly impact fluency in a statistically significant way. The effectiveness of audio-visual facilities in grammar learning is perceived similarly across different age groups and genders. This suggests that learners, regardless of their demographic background, recognize the benefits of these tools in language acquisition.

The following suggestions were proposed in light of the findings.

Institutions of higher learning ought to think about creating resources and programs specifically for young adults, especially those who are just starting or midway through their careers. Furthermore, maintaining a balanced and inclusive learning atmosphere can be facilitated by providing equal learning opportunities for male and female students. Schools and educators should continue integrating audio-visual facilities into language instruction, maximizing the use of interactive technology such as language apps, online dictionaries, and pronunciation guides. Further investment in multimedia resources, speech recognition tools, and text-to-speech features is encouraged to enhance learners' overall language proficiency. To improve overall language fluency, schools should implement additional support programs, such as language workshops, interactive speaking sessions, and reading comprehension exercises. Tailored interventions for learners with lower fluency levels may help bridge the gap and enhance language skills.

Since audio-visual tools do not significantly impact overall language fluency, educators should complement their use with other teaching methods, such as face-to-face instruction, peer discussions, and real-world language application exercises. A blended learning approach may yield better results in fluency development. Since age and gender do not significantly affect learners' perceptions of audio-visual tools, institutions should continue providing equal access to these learning resources for all students. Future research could explore other factors, such as learning styles or socio-economic background, to further refine the effectiveness of technology-aided language acquisition.

References

Alcantara, P. (2016). English in the Philippines: Colonial and Postcolonial Histories and Debates. World Englishes, 35(3), 415-430.

Alsied, S. & Pathan, M. (2018). The Use of Computer Technology in EFL Classroom: Advantages and Implications. International Journal of English Language & Translation Studies, 2013, Volume 1(1), 44-51.

Alsulami, S. (2016). The Effects of Technology on Learning English as a Foreign Language in Canada, 2016, Volume 12, 1-16.

Eaton, S. E. (2018). Global trends in language learning in the twenty-first century. Calgary, Canada: Onate Press.

Fithriani, R. (2019). Using Facebook in EFL Writing Class: Its. Knowledge E, 2019, 634-635.

Gonzales, L. P. (2012). Code-switching in Filipino-English bilinguals: Its influence on the grammatical accuracy and vocabulary usage in spontaneous speech. Philippine Journal of Linguistics, 43(2), 37-54.

Gonzales, L. P., & Gonzales, N. L. (2018). English language teaching in the Philippines: Policies, practices, and recommendations. English Language Teaching, 11(10), 49-56.

Hashemifardnia, A., Namaziandost, E, & Esfahani, F. (2019). The Effects of Using WhatsApp on Iranian EFL Learners' Vocabulary

Learning. Journal of Applied Linguistics and Language Research, 2018, Volume 5, 257-267.

Hennessy, S. (2020). Emerging teacher strategies for supporting. Cambridge, UK: University of Cambridge.

Himmelsbach, V. (2019). Technology in The Classroom in 2019: 6 Pros and Cons. Top Hat [Internet], 2019, https://tophat.com/blog/how-doestechnology-impact-student-learning/ Available from: Top Hat.

Kapp, K. M. (2018). The gamification of learning and instruction: Game-based methods and strategies for training and education. San Francisco, CA: John Wiley & Sons.

Ke, F. (2017). A Qualitative Meta-Analysis of Computer Games as Learning Tools. In R. Ferdig (Ed.), Handbook of Research on Effective Electronic Gaming in Education (pp. 1-32). Hershey, PA: Information Science Reference. Warschauer, M. & Meskill, C. (2019). Technology and second language learning. In J.

Kieu, Van & Truc, Dang & Tran, Pham & Nga, Vo & Education, International Journal Of Tesol. (2021). The Effectiveness of Using Technology in Learning English. 2021.

Larsen-Freeman, D. & Anderson, M. (2018). Techniques& Principles in Language Teaching, 3rd edition. Oxford University Press, New York, 2011.

Mofareh, A. A. (2019). The Use of Technology in English Language Teaching. Schlink, 2, 168- 180.

Motteram, G. (2019). The Benefits of New Technology in Language Learning. British Council [Internet], 2013, https://www.britishcouncil.org/voicesmagazine/the-benefits-of-new-technologylanguage-learning/. Available from: British Council.

Parvin, R.H. & Salam, S.F. (2021). The Effectiveness of Using Technology in English Language Classrooms in Government Primary Schools in Bangladesh. Fire: Forum for International Research in Education, 2015, Volume 2(1), 47- 59.

Patel, D. S. (2017). Significance of Technology-Enhanced Language Learning (TELL) in Language Classes. Journals of Technology for ELT, 7.

Rahimi, M., & Katal, M. (2018). The Role of Metacognitive Listening Strategies, Awareness, and Podcast-Use Readiness in Using Podcasting for Learning English as a Foreign Language. Science Direct, 28(4), 1153-1161.

Rosenthal (Ed.), Handbook of undergraduate second language education (pp. 303-318). Mahwah, New Jersey: Lawrence Erlbaum.

Seidlhofer, B. (2018). Understanding English as a Lingua Franca. Oxford University Press.

Trasierra, M. (2018). The Use of Technology in the EFL Classroom. Semantic Scholar, 1-59. (2018)

Yang, S. C., & Chen, Y.-J. (2019). Technology-enhanced language learning: Science Direct, 23, 860-879.

Zazulak, S. (2020). 7 Examples of Technology for English Learners. Pearson [Internet]. https://www.english.com/blog/technology-forenglish-learners/ Available from: English.

Zhao, Y. (2018). Recent developments in technology and language learning: Literature review and meta-analysis. CALICO Journal, 21(1), 7-27.

Affiliations and Corresponding Information

Kimberly Ann L. Timtim
Valencia Colleges (Bukidnon), Inc. – Philippines
johnkestertimtim@gmail.com

Larry R. Labay, PhD
Valencia Colleges (Bukidnon), Inc. – Philippines