

Language Learning Strategies of BSE – English Major Students of PSU Asingan Campus

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Abstract—The study was conducted to determine language learning strategies (LLS) and the factors that influence and contribute practice of the second, third and fourth year Bachelor of Secondary Education (BSE) English major students of Pangasinan State University Asingan campus during the School Year 2015-2016. The modified Strategy Inventory Language Learning (SILL) created by Rebecca Oxford (1990) was utilized as the main instrument in gathering data. The performance of the students based on their grades in their Basic English namely Eng 101, Eng 102 and Eng 103 was described as Excellent, Very Good, Good, Fair and Poor. Results showed that the English major students practiced the language learning strategies at varying extent from Sometimes Practiced to Often Practiced. The Performance of the students based on their Grades in English 101, English 102 and English 103 were described as generally Satisfactory. Significant relationship exist between the extent of practice of some language learning strategies such as the memory strategies, cognitive Strategies, metacognitive strategies and affective strategies except compensation strategies and social strategies and their performance in English.

Keywords—Language, learning, strategies

I. INTRODUCTION

Education is central to the realization of improved economic growth. It can bridge both the digital and the knowledge divide between the rich and the poor countries. To do this, education should not only be accessible to all but it should also train the citizens to be lifelong learners. During the 2002 Global Conference for Lifelong Learning co-sponsored by World Bank, lifelong learning is defined as a method of organizing and delivering learning in a manner that is intended to be learner-driven versus institution-driven. It encompasses learning over the entire life cycle and all learning system. It is essentially a rationalization of existing learning systems to make them function in an integrated manner for the good of individuals (Alawas, 2009).

The phenomenon of globalization changed the landscape of language learning and searching in the 21st century by making the global gauge for trade and commerce, business, education, mass media, travel, medicine, international organizations, the Internet and the Olympics. Crystal as cited in the study of Oda (2011) reported that 90 % of published

articles are written in English, 85 percent of the world's film industry use English, the official language of 85 percent of international organizations is English including the United Nations (UN) which has English as one of its six official languages. Moreover, computer program instructions and software programs are often available in English news companies (CBS, NBC, ABC, CBC and BBC) through their English broadcasts; reach an audience of around 300 million all over the world and five of the largest. No other language is more globally used than the English language.

One of the most widely-used medium of communication is English. Not only as the international language of trade and commerce but also of education and governance. Awareness of this has encouraged non English speaking countries to equip their people with English proficiency. For decades, the Philippines prided itself for the high level of English proficiency. But lately, educators have become aware of the declining English proficiency level among Filipinos even those in the academe as cited in the study of Alawas, (2009). This was further confirmed when the Department of Education published the March 2006 SWS surveys in

December 1993 and September 2000. The decline is manifested in all aspects of English proficiency from ability to speak and write and to think in English. Only two out of three Filipino adults or (65%) said they understood spoken English and could read English in the March 2006 survey in contrast to three fourths or (75%) in the September 2000 and the December 1993 surveys. About half or (48%) could write English in the latest survey while it was 65 % in the two earlier surveys. Only a third or (32%) in March 2006 said they spoke English compared to more than half or (54%) in the two other surveys. Fourteen percent (14%) admitted they were not competent in any way in English while it was only seven percent (7%) 12 years ago. In the March 2006 survey, nineteen percent (19%) indicated almost no use for the English language in contrast to only ten percent (10 %) in both September and December surveys. To address this problem on English proficiency, the educational institutions all over the country identified several teaching and learning strategies. In the basic education, teachers conduct remedial instruction and provide activities to improve the learner's language skills. The low performance of many schools in the national assessment test I the basic education level in the core subjects including English further underscored the need to intensify the campaign on the reinforcement of English proficiency in the basic education. Alawas, (2009).

Section 7, Article XIV of the 1987 Philippine Constitution states that for purposes of communication and instruction, the official languages of the Philippines are Filipino and English. This Bilingual Policy in education was intensified in 2006. By the department of Education (DepEd) when it ordered elementary schools to use English as the medium of instruction in English, Mathematics, Health and Science and all public and private secondary as well as vocational and technical institutes to use English as the primary medium of instruction. According to DepEd, the percentage of time allotment for learning areas conducted in the English language should not be less than 70 percent of the total time allotment for all learning areas in all year levels (DepEd Order No. 36,S.2006). In the same year, the Commission on Higher Education (CHED) adopted measures to promote and encourage the use of the English language as the primary medium of instruction in the tertiary level.

This fact inspired the researcher to conduct a study which focused on the responsibility of the students to work for their development. It has been reported by some researches undertaken that students

learning strategies have powerful impact on the students learning outcome. To date, there have been some researchers mostly both in second language and outside second language that has supported the effectiveness of using learning strategies. Brown (2001 in De Guzman 2010) confirms that successful mastery of the second language will be due to a learner's own personal "investment" of time, efforts and attention to the target language in the form of battery of strategies for comprehending and producing the language. He further explains that the learning skill of any skills involves the investment of one's time and efforts in learning. If before, when one looks at the teaching learning process, the focus was on the lesson taught and the teacher was central in the educative process. Today, no longer are the learners seen as the passive receivers of knowledge but as active participants in learning. Learners are trained to be self-directed so as to attain independence in new knowledge in attaining new skills to fulfill tasks. Second language learning stresses the interplay between the strategies employed by second language learners and their performance. It has been claimed that successful language learners have their own special ways of doing it.

Most of the earlier theories, approaches, and methods developed in L2 education were on how to teach the language Griffiths, (2003) or on how learning is affected by actions (e.g. instruction initiated by the teacher.

O'Malley, et.al(2007) stressed that learning strategies of these good language learners, once identified and successfully taught to less proficient learners, are potentially "an extremely powerful learning tool" because they could facilitate the development of second language skills.

Rebecca Oxford in 1990 developed the Strategy Inventory of Language Learning (SILL) to fulfil the need for a standardized tool that could be used for strategy assessment. To date, it is considered the most well-structured and most comprehensively written questionnaire (Nunan, 2009).

The above-mentioned study shows support for the view that language learning strategies are important to academic achievement among English Major students therefore, understanding these strategies applied to students is crucial because it helps explain the individual differences among students and serves as a means in improving student's success.

This study is designed to investigate the language learning strategies of BSE English major students of Pangasinan State University Asingan campus. Generally, this study indicates that language learning strategy has a significant effect on learning a second or foreign language as the respondents find ways to be better English learners and setting long-term goals to improve their proficiency in English.

Objectives of the Study

This study aimed to determine the use of language learning strategies of English major students in Pangasinan State University Asingan campus during the School Year 2015-2016.

Specifically, it sought to determine the following:

1. The profile of the English major students of Pangasinan State University asingan campus in terms of:
 - a. age;
 - b. sex;
 - c. year level;
 - d. monthly family income;
 - e. parent's educational attainment and
 - f. parent's occupation;
2. The performance of the students based on their grades in English 101, English 102, and English 103;
3. The extent of practice of the respondents in the following language learning strategies: memory, cognitive, compensation, metacognitive, affective and social; and
4. The significant relationship between the performance of the students on their grades in Basic English and their extent of practice in the different language learning strategies?

H1. There is no significant relationship between the performance of the students on their grades in Basic English and their extent of practice in the different language learning strategies

II. METHODS

This study determined the extent of practices of students enrolled in the program Bachelor of Secondary Education, major in English Pangasinan State University (PSU) Asingan campus that provide this curricular offering in terms of their language learning strategies and employed descriptive research

method. The descriptive design is appropriate in providing intensive discussion and analysis on the learner variables that are hypothesized to affect or contribute to the extent of the students' practice of the strategies. Correlation was also used in this study since one of the research questions intends to relate two sets of variables.

To gather the pertinent data needed in this study, a Research Modified Standardized Instrument based on Strategy Inventory for Language Learning (SILL) created by Rebecca Oxford in 1989 was used as the main instrument in gathering data for the research.

The SILL questionnaire was subjected to modification by the researcher to improve aspects of technical efficiency.

III. RESULTS AND DISCUSSION

Based on the data gathered and analyzed, the following are evident:

1. Profile Variables of the English Major students

Age. As to the age of the English Major Students, it revealed that there are 46 or 76.7% under the age category of 19-24 years old, likewise there are 13 or 21.7% under the age category of 18 years old and below. Lastly there are 1 or 1.7 % belongs to 25 years old and above.

Sex. In terms of sex, there are 52 or 86.7 % female while male are 8 or 13.3 %.

Year Level. There are 27 or 45.0 % second year students and 80;16 or 26.7 % third year students and 7 or 28.3 % fourth year students.

Parents Educational Attainment. The respondents' fathers are high school graduate with a frequency count of 39 (65.0%), followed by 21 (21.7%) college graduate and 6 8 (13.3%) elementary graduate and respondents' mother are High school graduate with a frequency count of 33 or 55.0%, followed by 21 or 35.0% college graduate and 6 or 10.0 % are elementary graduate.

Monthly Family Income. There are 52 or 86.7 % of the respondents have a monthly income of 10,000 and below range. It is followed by 7 or 11.7% who reported their income of 11,000 to 300,000. There are 1 or 1.7 % who have an income of 31,000 and above.

Parents Occupation. There were 37 or 61.7% respondents whose father's occupation is self-employed, followed by skilled with 17 or 28.3 %, and professional with 1 or 1.7 %. On the other hand, 38 or 63.3% of the respondents' mother are unemployed followed by skilled with 9 or 15.0%, self-employed 7 or 11.7 % and professionals with 3 or 5.0 %.

2. Performance of the Students based on their Grades in English 101, English 102 and English 103.

This study revealed that the Overall Average Mean of the following performance of the respondents in English 101 (2.08), English 102 (2.28) and Eng 103 (2.12) described as generally Satisfactory.

3. Extent of Practice of Language Learning Strategies of the English Major Students

This study revealed that the average weighted mean of the respondents on their extent of practice of language learning strategies along memory strategies is 3.65, while cognitive strategies is 3.91, whereas compensation strategies is 3.56. Likewise, along metacognitive strategies is 3.84, affective strategies is 3.51 described as "often practiced except social strategies with AWM of 3.51 described as "sometimes practiced".

4. Relationship between the Performance of Students on their Basic English and Extent of Practice of the Respondents

There is a significant relationship between the students' performance on their Basic English subject Eng 1 and their extent of practice along affective strategies ($r=-.281$; $Sig=.030$); social strategies ($r=-.273$; $Sig=.035$). However, the performance of the English major students compensation strategies ($r=-.299$; $Sig = .038$), showed significant relationship between the students' performance on their Basic English subjects.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were arrived at:

1. As to the age of the English Major Students, it appears that most of them are under the age category of 19-24, which is slightly the normal age for sophomore junior and students. In terms of sex, majority are female while in terms of year level, 2nd

and 3rd year are closely equal in distribution. In the educational attainment of parents, greater number of the respondents' fathers is college graduate and respondents' mother is High school graduate only. In terms of parents' occupation, both of the respondents' parents are generally self-employed. The monthly family income of the respondents, majority have an income of 10,000 and below brackets.

2. The Performance of the students based on their Grades in English 101, English 102 and English 103 described as generally Satisfactory.

3. The English major students practice the language learning strategies at varying extent from Sometimes Practiced to Often Practiced

4. The performance of students in their Basic English determine significant relationship to the extent of practice of some language learning strategies such as the memory strategies, cognitive Strategies, metacognitive strategies and affective strategies except compensation strategies and social strategies.

5. The language learning strategies are often practiced by the students, except on affective strategies where it is sometimes practiced.

V. RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations are drawn:

1. Curriculum developers should design a program that will encourage male students to take BSE English major and conduct language learning strategies training programs that link the level of economic status of the students.

2. Teachers should introduce, model, and use unfamiliar and infrequently used language learning strategies inside the classroom so that students will become aware of these strategies and maximize their use inside and outside the classroom to improve their performance in their Basic English subjects.

3. Students' hands-on practice and exercises should be offered such as collaborative to complete a certain task. The teacher needs to ask them to use language learning strategies in the classroom contexts and in daily life as well.

4. Teachers should encourage students to use language learning strategies to develop their

communicative competence. Particular attention should be given in the use of language learning strategies since the study shows that some strategies are sometimes practiced.

5. Language teachers can help learners become good and autonomous language learners by making them aware of the learning strategies they employ through explicit demonstration, discussion, use and evaluation of a variety if not all of the learning strategies.

6. Students are encouraged to use affective language learning strategies along with the more intellectual factors in second language learning. Students' hands-on practice and exercise should be offered such as journal writing, diary/self-reflection

writing. It is essential from the teachers to present strategy with specific explanation and help learners know how to use each strategy in a given situation.

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