

Language Learning Strategies of Grade Viii Students in Tabuk City National High School, Tabuk City, Kalinga

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The IAFOR International Conference on Education – Hawaii 2019
Official Conference Proceedings

Abstract

Teacher's knowledge about his students is crucial in his effort of making learning meaningful in the lives of each learner. Moreover, knowing how students learn the English language could help English teachers plan activities suited them. This study generally determined the English language learning strategies of the grade VIII students in Tabuk City National High School, 2015-2016. It specifically found out the extent of dominant manifestation of the language learning strategies of the respondents along Memory, Cognitive, Compensation, Metacognition, Affective, and Social and its significant difference when respondents are grouped according to gender and the school program they belong. The descriptive survey method was used with the Strategy Inventory for Language Learning (SILL) (50-item version 7.0 ESL/EFL) of R. L. Oxford as the instrument. t-test and Analysis of Variance (ANOVA) were used to determine if there were significant differences in the extent of dominant manifestation of language learning strategies of the respondents when grouped according to the moderator variables. Results showed that grade VIII students moderately manifested the language learning strategies along the six categories. Both male and female grade VIII students perceived that the language learning strategies were somewhat true to them. Regardless of school program, the students employed language learning strategies at about the same frequency which bid them in developing the macro skills in communication arts. Recommendations included that language teachers should integrate language learning strategy trainings in their lessons to make students aware of the benefits of using these in learning the English language.

Keywords: Language Learning Strategy, English language, memory, metacognitive, affective, social, compensation, cognitive.

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Introduction

Learning a certain language especially for practical application entails a very crucial process. Learners, in the same way, use varying strategies on how to learn a language especially if it is a foreign or second language. Submaraniam and Palanisamy (2014) posited that language learning strategies are among the main factors that help determine how well a student learns a foreign or second language. In public schools in the Philippines, English is one of the content area subjects as well as the medium of instruction in many subject areas except Filipino, Edukasyong Pagpapahalag (Values Education) and Araling Panglipunan (Social Studies). English language teachers, therefore, employ varying strategies in teaching the language. This is to ease their teaching and to make learners comprehend easier and better. Also, these teaching strategies would make the transfer of information faster with the English language as the medium of instruction.

Language learning strategies play a vital role on the part of the students in order to make their learning quicker and easier. O'Malley and Chamot (1990) as cited by Lessard-Clouston (1997) also suggested that effective second or foreign language learners are aware of the language learning strategies they use and why they use them. The problem is that, most learners today are not aware of their language learning strategies or preferences in learning foreign language.

This study on the language learning strategies of the grade VIII students belonging to the four programs in Tabuk City National High School would benefit the pedagogical society of the entire City Schools Division of Tabuk especially the language teachers in developing remedial instruction that would aid in the students' acquisition of effective strategies in learning the language. It would also give them significant information for them to re-visit, analyze, update and upgrade their teaching methods and strategies. Knowing the students' strengths and weaknesses, the teachers would give the much needed input about the students to be able to elevate the students' performance. Moreover, the result of this study would help the students. Being the direct recipient in the educative process, this would make them conscious of their English Language Learning Strategies, and would challenge them to make improvement and endeavour more to master the subject for their benefits. Finally, future researchers of related study would have a reference and spring board for discussion.

This study determined the English Language Learning Strategies of the grade VIII students in Tabuk City National High in the School Year 2015-2016. The researcher was guided by the null hypothesis, there is no significant difference on the manifestations of the language learning strategies of the grade VIII students according to the moderator variables. The descriptive method was used in the study. The respondents of the study were the 200 grade VIII students in Tabuk City National High School for the school year 2015-2016. The primary instrument used in the study was the Strategy Inventory for Language Learning (SILL) (50-item version 7.0 ESL/EFL) of R. L. Oxford. The strategy items on the questionnaire were required to be answered based on a Likert scale responses using a five-interval scale of "never or almost never true of me", "usually not true of me", "somewhat true of me", "usually true of me", and "always or almost always true of me". Part I consisted of the student's profile and Part II consisted of the 50-item language learning strategies in

six categories namely memory, cognitive, compensation, metacognitive, affective and social.

Conclusions

Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Students

Table 1a. Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Student along Memory

MEMORY	HM (5)	HM (4)	MM (3)	LM (2)	LM (1)	Weigh ted mean	D
1. I think of relationships between what I already know and new things I learn in English.	62 (310)	30 (120)	59 (177)	23 (46)	26 (26)	3.40	MM
2. I use new English words in a sentence.	31 (155)	41 (264)	45 (135)	47 (94)	36 (36)	2.92	MM
3. I connect the sound of the new English word and an image or picture to remember the word.	19 (95)	38 (152)	30 (90)	69 (138)	44 (44)	2.60	MM
4. I remember a new English word by using it in a situation.	20 (100)	23 (92)	49 (147)	67 (134)	41 (41)	2.57	MM
5. I use rhymes to remember new English words.	17 (85)	28 (112)	42 (126)	51 (102)	62 (62)	2.44	LM
6. I remember new English words by using flash cards.	11 (55)	14 (56)	37 (148)	53 (106)	85 (85)	2.25	LM
7. I review English lessons more often.	6 (30)	27 (108)	72 (216)	49 (98)	46 (46)	2.49	LM
8. I remember new English words by remembering where I saw them (in a book, on the board).	61 (305)	58 (232)	51 (204)	19 (38)	11 (11)	3.95	HM
9. I physically act out new English words.	45 (225)	53 (212)	39 (117)	36 (72)	27 (27)	3.27	MM
Average Weighted Mean						2.87	MM

As shown in Table 1a, grade VIII students used strategies that "aid in entering information into long-term memory and retrieving information when needed for communication" but not regularly and completely. Based on observation, grade VIII students did not focus on one type of language learning strategies in their effort to manage their learning in all the subjects for the whole day. This is also in conflict with the perhaps too common assumption that Asian students have strong preferences for memory strategies rather than communicative strategies such as working with others, asking for help, and cooperating with peers.

It could be recalled that during the last part of the 20th century, the “instructional delivery systems typically employed in many Asian countries (including the Philippines) are frequently didactic and emphasize rote memorization” (Hong-Nam and Leavell, 2006). However, while such “instructional delivery systems” are still being employed these days, approaches that bring about higher order thinking skills like synthesis, analysis, application and evaluation were also being employed that strikes balance in the teaching- learning process. Note however, that memory strategies in the SILL which was used in this current study is not just on rote memorization but were things like acting out new vocabulary, using rhymes, and creating a mental or spatial image.

Table 1a.1. Extent of Dominant Manifestation of Language Learning Strategies along Memory according to Gender

MEMORY	M (WM)	D	F (WM)	D
1. I think of relationships between what I already know and new things I learn in English.	3.54	HM	3.26	MM
2. I use new English words in a sentence.	2.80	MM	3.03	MM
3. I connect the sound of the new English word and an image or picture to remember the word.	2.61	MM	2.58	MM
4. I remember a new English word by using it in a situation.	2.64	MM	2.50	MM
5. I use rhymes to remember new English words.	2.53	LM	2.35	LM
6. I remember new English words by using flash cards.	2.24	LM	2.26	LM
7. I review English lessons more often.	2.69	MM	2.30	LM
8. I remember new English words by remembering where I saw them (in a book, on the board).	4.04	HM	3.86	HM
9. I physically act out new English words.	3.56	HM	2.99	MM
Average Weighted Mean	2.96	MM	2.79	MM

tcrit@.05: 2.12 tCom: 0.207 Accept the null hypothesis

The table shows that regardless of gender, the students moderately manifested memory language learning strategies. This could be because both male and female students had similar experiences under the same learning context. During discussion and activities in the English class, the teacher focused more attention to the male students since they were more difficult to control, they didn't do their assignment more often than the female students and they didn't participate in the discussion if they were not asked to answer questions. This left the females on their own initiative and innate motivation to participate in the activities and discussions and generally, they proved they could learn as much as the males did.

The computed value of 0.217 is lower than the critical value of 2.12 with 16 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of dominant manifestation of language learning strategies along memory according to the variable of gender.

Table 1a.3. Extent of Dominant Manifestation of Language Learning Strategies along Memory according to School Program

MEMORY	REG	D	SPA	D	SPS	D
1. I think of relationships between what I already know and new things I learn in English.	3.98	HM	2.76	MM	3.40	MM
2. I use new English words in a sentence.	2.75	MM	2.72	MM	3.56	HM
3. I connect the sound of the new English word and an image or picture to remember the word.	2.70	MM	2.28	LM	2.91	MM
4. I remember a new English word by using it in a situation.	2.84	MM	2.20	LM	2.69	MM
5. I use rhymes to remember new English words.	2.57	MM	1.99	LM	2.93	MM
6. I remember new English words by using flash cards.	2.27	LM	1.93	LM	2.73	MM
7. I review English lessons more often.	2.60	MM	2.16	LM	2.82	MM
8. I remember new English words by remembering where I saw them (in a book, on the board).	4.10	HM	3.68	HM	4.13	HM
9. I physically act out new English words.	3.62	HM	2.78	MM	3.42	MM
Average Weighted Mean	3.05	MM	2.50	LM	3.18	MM

F@0.05= 3.40

F ratio: 3.54

Reject the null hypothesis

Table 1a.3 shows that students belonging to all the three programs moderately manifested language learning strategies along memory. This finding implies that regardless of school program, the students manifested language learning strategies in the medium range of frequency. However, the figures imply that the school program where the students belong had an influence on how these students use memory strategies to learn the English as their second language. Students who belong to the special programs were expected to academically perform better than those in the lower sections of the regular classes since they have had undergone qualifying measures before they were enrolled in the said programs. These however did not yield influence on the way they use memory strategies as shown by their similar moderate manifestation. Students in the SPA classes did not manifest memory strategies as frequently as those in the two programs. This means that they employed other strategies in learning the English language as influenced by their inclination to performing arts.

The computed F-ratio of 3.54 is higher than the critical value of 3.40 with 26 degrees of freedom at .05 level of significance. The null hypothesis was therefore rejected; hence, there was a significant difference in the extent of dominant manifestation of language learning strategies along memory according to the moderator variable of program.

Table 2a. Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Student along Cognitive

COGNITIVE	HM (5)	HM (4)	MM (3)	LM (2)	LM (1)	Weigh- ted mean	D
10. I say or write new English words most often.	27 (135)	46 (184)	56 (168)	46 (92)	25 (25)	3.02	MM
11. I try to speak like an English native speaker.	14 (70)	29 (116)	67 (201)	41 (82)	49 (49)	2.59	MM
12. I practice the sounds of English words.	56 (280)	38 (152)	47 (141)	29 (58)	30 (30)	3.31	MM
13. I use English words I knew in different ways.	24 (120)	41 (164)	56 (168)	50 (100)	29 (29)	2.91	MM
14. I speak to my friends in English.	24 (120)	32 (128)	49 (147)	64 (128)	31 (31)	2.77	MM
15. I watch English TV shows and movies often.	58 (290)	49 (196)	46 (184)	34 (68)	13 (13)	3.76	HM
16. I read English pocket books.	20 (100)	38 (152)	51 (153)	49 (98)	42 (42)	2.73	MM
17. I use English when writing or texting.	29 (145)	27 (108)	73 (219)	44 (88)	27 (27)	2.94	MM
18. I first skim an English passage before reading it.	21 (105)	43 (172)	56 (168)	47 (94)	33 (33)	2.86	MM
19. I associate new English words with my own language.	20 (145)	30 (120)	50 (150)	55 (110)	45 (45)	2.85	MM
20. I try to find patterns in English.	20 (100)	26 (104)	52 (156)	56 (112)	46 (46)	2.59	LM
21. I try to figure out the meaning of new English word by dividing it to parts that I understand.	17 (85)	39 (156)	65 (195)	55 (110)	24 (24)	2.85	MM
22. I do not translate word-per-word.	12 (60)	27 (108)	46 (138)	56 (112)	59 (59)	2.39	LM
23. I make summaries of what I heard and read in English.	41 (205)	33 (132)	42 (126)	45 (90)	39 (39)	2.96	MM
Average Weighted Mean						2.89	MM

The table shows that students moderately manifested the language learning strategies along cognitive which implies that the grade VIII students moderately manifested the cognitive strategies in the Strategy Inventory of Language Learning (SILL). This further implies that grade VIII students used strategies that "are used for forming and revising internal mental models and receiving and producing messages in the target language" but not regularly and completely.

The two regular classes of respondents did not compete for the honor roll while the Special Program in the Arts (SPA) and Special Program in Sports (SPS) classes had their respective honor list. It was mentioned in chapter 1 that SPA and SPS classes

had qualifying measures, the academic grades required from them were not as high as that expected from those who were in Special Science Program classes and the competition was not very stiff. This learning context could explain the neutral use of the grade VIII students of the language learning strategies along cognitive. So, while these students perform low to average in academics, they did not also regularly use cognitive strategies to learn English as their second language.

Oxford (2000) contradicts the finding. She found out that cognitive strategies were used more consistently compared to metacognitive strategies. It also did not agree with what he said that cognitive strategies were the most popular ones.

Table 2a.1. Extent of Dominant Manifestation of Language Learning Strategies along Cognitive according to Gender

COGNITIVE	M (WM)	D		F (WM)	D	
		ST	MM		ST	MM
10. I say or write new English words most often.	3.08	ST	MM	2.96	ST	MM
11. I try to speak like an English native speaker.	2.56	UnT	LM	2.62	ST	MM
12. I practice the sounds of English words.	3.49	UT	HM	3.13	ST	MM
13. I use English words I knew in different ways.	2.93	ST	MM	2.88	ST	MM
14. I speak to my friends in English.	2.94	ST	MM	2.61	ST	MM
15. I watch English TV shows and movies often.	3.87	UT	HM	3.55	UT	HM
16. I read English pocket books.	2.72	ST	MM	2.73	ST	MM
17. I use English when writing or texting.	2.91	ST	MM	2.96	ST	MM
18. I first skim an English passage before reading it.	2.87	ST	MM	2.85	ST	MM
19. I associate new English words with my own language.	2.78	ST	MM	2.91	ST	MM
20. I try to find patterns in English.	2.78	ST	MM	2.45	UnT	LM
21. I try to figure out the meaning of new English word by dividing it to parts that I understand.	3.05	ST	MM	2.66	ST	MM
22. I do not translate word-per-word.	2.44	UnT	LM	2.33	UnT	LM
23. I make summaries of what I heard and read in English.	3.06	ST	MM	2.86	ST	MM
Average Weighted Mean	2.96	ST	MM	2.82	ST	MM

tcrit@.05: 2.056 tcom: 0.279 Accept the null hypothesis

The table shows that grade VIII male and female students perceived language learning strategies along cognitive as somewhat true to them. This implies that regardless of gender, grade VIII students moderately perceived cognitive language learning strategies. This means that both male and female learners utilize analysis, reasoning, sending and receiving information with about the same frequency. The male students, however, obtained an area mean of 2.92 which was higher than the

females who obtained 2.82. This further implies that grade VIII male students manifested more cognitive language learning strategies than the females did. Based on observation, grade VIII male learners did better in critical thinking though had some problems on cooperation during whole class discussion or small group activities.

Though many studies found that females generally used more strategies as a whole than males do, this wasn't true to the finding of this study along this category of the Strategy Inventory Language Learning. Chang, (2007) contradicts the finding. He found that the females significantly used cognitive language strategies more than the males did.

The computed value of 0.279 is lower than the critical value of 2.056 with 26 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of dominant manifestation of language learning strategies along cognitive according to the variable of gender.

Table 2a.3. Extent of Dominant Manifestation of Language Learning Strategies along Cognitive according to School Program

COGNITIVE	REG	D	SPA	D	SPS	D
10. I say or write new English words most often.	3.09	MM	2.62	MM	3.56	HM
11. I try to speak like an English native speaker.	2.75	MM	2.47	LM	2.49	LM
12. I practice the sounds of English words.	3.38	MM	3.04	MM	3.60	HM
13. I use English words I knew in different ways.	2.74	MM	2.76	MM	3.44	MM
14. I speak to my friends in English.	2.79	MM	2.28	LM	3.53	HM
15. I watch English TV shows and movies often.	3.78	HM	3.65	HM	3.89	HM
16. I read English pocket books.	2.74	MM	2.42	LM	3.20	MM
17. I use English when writing or texting.	2.80	MM	2.69	MM	3.58	HM
18. I first skim an English passage before reading it.	2.79	MM	2.76	MM	3.16	MM
19. I associate new English words with my own language.	2.33	LM	2.53	LM	4.31	HM
20. I try to find patterns in English.	2.90	MM	2.08	LM	2.87	MM
21. I try to figure out the meaning of new English word by dividing it to parts that I understand.	3.01	MM	2.58	LM	3.00	MM
22. I do not translate word-per-word.	2.22	LM	2.47	LM	2.53	MM
23. I make summaries of what I heard and read in English.	3.07	MM	2.64	MM	3.29	MM
Area Mean	2.89	MM	2.64	MM	3.32	MM

Fcrit@0.05= 3.23 F ratio= 9.17 **Reject the null hypothesis**

The table shows that students in all the three school programs moderately manifested language learning strategies along cognitive. However, those in the SPS class obtained the highest area mean of 3.32. This implies that students in the SPS class employed these strategies more than those in the regular and SPA classes. This further implies that though the difference was not significant, those in the SPS performed better when using cognitive skills and strategies in learning the English language. This could be attributed to the fact that male students in the SPS class were twice the number of the female members of the class. It was also noted that under the variable gender, the males obtained higher area mean under this same category of language learning strategies. This could mean that grade VIII male learners were more intelligent when it comes to learning the English language than their female counterparts.

The computed F-ratio of 9.17 is higher than the critical value of 3.23 with 41 degrees of freedom at .05 level of significance. The null hypothesis was therefore rejected; hence, there was a significant difference in the extent of dominant manifestation of language learning strategies along cognitive according to the moderator variable of program.

Table 3a. Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Student along Compensation

COMPENSATION	HM (5)	HM (4)	MM (3)	LM (2)	LM (1)	Weigh- ted mean	D
24. I make guesses to understand new English words.	22 (110)	23 (92)	37 (111)	66 (132)	52 (52)	2.49	LM
25. I use gestures when I think of an English word during conversation.	16 (80)	20 (80)	50 (150)	64 (128)	50 (50)	2.44	LM
26. I make up new words if I do not know the right ones in English.	11 (55)	33 (132)	65 (195)	50 (100)	41 (41)	2.62	M M
27. I read English without looking to every new word.	19 (95)	23 (92)	39 (117)	65 (130)	54 (54)	2.44	LM
28. I try to guess other person's what to say next in English.	17 (85)	32 (128)	60 (180)	58 (116)	33 (33)	2.71	M M
29. I use a word or phrase that means the same thing.	17 (85)	29 (116)	69 (276)	45 (90)	40 (40)	3.04	M M
Average Weighted Mean						2.62	M M

The table shows that the students moderately manifested the language learning strategies along compensation which implies that grade VIII learners applied strategies "to overcome any gaps in their knowledge of the language" but not as much as they should or not least as they do. This further implies that the learners used varied strategies and not just on one category. Taking Multiple Intelligences into

consideration, these students used language learning strategies based on their inclinations, interest and nature.

On the other side, this could also mean that they were not so much bothered about their language acquisition. It was again a usual observation that these students didn't take learning the English language seriously. As teenage learners, they didn't see yet the importance of becoming good in the language so there was no much need of coping up with what they didn't know. They only dealt with the obstacles for them not to fail or to have a low grade. Moreover, it could also be that frequent hearing and using English in many of their subject areas made their strategy use so automatic that they no longer consciously manifested these strategies.

Table 3a.1. Extent of Dominant Manifestation of Language Learning Strategies along Compensation according to Gender

COMPENSATION	M (WM)	D	F (WM)	D
24. I make guesses to understand new English words.	2.44	LM	2.52	MM
25. I use gestures when I think of an English word during conversation.	2.53	MM	2.36	LM
26. I make up new words if I do not know the right ones in English.	2.71	MM	2.52	MM
27. I read English without looking to every new word.	2.59	MM	2.30	LM
28. I try to guess other person's what to say next in English.	2.64	MM	2.78	MM
29. I use a word or phrase that means the same thing.	2.92	MM	3.15	MM
Average Weighted Mean	2.64	MM	2.61	MM

$t_{crit@.05}=2.228$ $t_{com.}=0.130$ **Accept the null hypothesis**

As shown on the table, both male and female grade VIII students moderately manifested language learning strategies along compensation. It further shows that regardless of gender, the students manifested language learning strategies along compensation on the medium range of frequency. However, male grade VIII students obtained an average weighted mean of 2.64 which is higher than the 2.61 of the female students. This means that the males used compensation language learning strategies slightly more than the female students did. The slight difference could be attributed to females' being more cautious than the males in doing things especially in guessing. Based on observation, during activities in class when the students didn't have a clear understanding of what they were to do, the boys just do what they know while the girls spend more time pointing at each other to brave asking the teacher of what to exactly do. Similarly, when there were inconsistencies between the instructions and the answer sheets, the boys just guess the best remedy without asking the teacher while the girls needed to ask the teacher to make sure they were doing it the right way.

The computed value of 0.130 is lower than the critical value of 2.228 with 10 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of dominant manifestation of language learning strategies along compensation according to the variable of gender.

Table 3a.3. Extent of Dominant Manifestation of Language Learning Strategies along Compensation according to School Program

COMPENSATION	REG	D	SPA	D	SPS	D
24. I make guesses to understand new English words.	2.05	LM	2.45	LM	3.33	MM
25. I use gestures when I think of an English word during conversation.	2.43	LM	2.23	LM	2.80	MM
26. I make up new words if I do not know the right ones in English.	2.79	MM	2.15	LM	3.07	MM
27. I read English without looking to every new word.	2.62	MM	2.11	LM	2.67	MM
28. I try to guess other person's what to say next in English.	2.70	MM	2.55	LM	2.98	MM
29. I use a word or phrase that means the same thing.	2.77	MM	3.07	MM	3.47	HM
Area Mean	2.56	MM	2.43	LM	3.05	MM

Fcrit@0.05= 3.68 F ratio= 6.50 **Reject the null hypothesis**

Results showed on the table imply that students in the SPS class could cope regular and SPA classes. Considering their inclinations as with difficulties in learning English better than those in the defined by their specializations, students in the regular and SPA classes used varied strategies because their interests were also varied. While those in the regular classes did not have their own specializations, they were heterogeneous since they were sectioned at random. This could also imply that those in the SPS classes had a higher academic self-concept and perceived a more manifestation of compensation strategies than those in the other two programs.

The computed F-ratio 6.50 is higher than the critical value of 3.68 with 17 degrees of freedom at .05 level of significance. The null hypothesis was therefore rejected; hence, there was a significant difference in the extent of dominant manifestation of language learning strategies along compensation according to the moderator variable of program.

Table 4a. Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Student along Metacognitive

METACOGNITIVE	HM (5)	HM (4)	MM (3)	LM (2)	LM (1)	Weigh- ted mean	D
30. I try to find ways to use my English.	26 (130)	33 (132)	59 (177)	44 (88)	38 (38)	2.83	M M
31. I notice my mistakes in English but use it to improve my English.	28 (140)	48 (192)	56 (168)	39 (78)	29 (29)	3.04	M M
32. I try to find out how to learn English better.	43 (215)	53 (212)	55 (165)	28 (56)	21 (21)	3.35	M M
33. I pay attention when someone is speaking English.	51 (255)	41 (164)	51 (153)	33 (66)	24 (24)	3.31	M M

34. I plan my schedule for me to have time to study English.	20 (100)	29 (116)	50 (150)	45 (90)	56 (56)	2.56	M M
35. I look for people whom I can talk to in English.	17 (85)	18 (72)	49 (196)	53 (106)	63 (63)	2.61	M M
36. I grab opportunities to read English passages like journals and novels.	20 (100)	30 (120)	67 (67)	61 (61)	22 (22)	2.83	M M
37. I have goals for improving my English skills.	30 (150)	35 (140)	71 (213)	42 (84)	22 (22)	3.05	M M
38. I think of my progress in learning English.	30 (150)	43 (172)	58 (174)	41 (82)	28 (28)	3.03	M M
Average Weighted Mean						2.95	M M

The table shows that the students moderately manifested the language learning strategies along metacognitive. This implies that grade VIII learners applied strategies of "exercising 'executive control' through planning, arranging, focusing, and evaluating their own learning" about half the time they should exhaust in doing so for them to learn English better.

Based on the researcher's everyday observation, the respondents manifested more childish than mature behavior unlike attitudes observed from grades IX and X students. This explains their not being conscious of how they learned and how they managed their learning. The respondents also belonged to different school programs which means they are different kinds of learners based from their interests; hence, their varied use of language learning strategies.

Table 4a.1. Extent of Dominant Manifestation of Language Learning Strategies along Metacognitive according to Gender

METACOGNITIVE	M (WM)	D	F (WM)	D
30. I try to find ways to use my English.	2.60	MM	3.04	MM
31. I notice my mistakes in English but use it to improve my English.	2.92	MM	3.13	MM
32. I try to find out how to learn English better.	3.36	MM	3.33	MM
33. I pay attention when someone is speaking English.	3.10	MM	3.50	HM
34. I plan my schedule for me to have time to study English.	2.58	MM	2.54	MM
35. I look for people whom I can talk to in English.	2.62	MM	2.60	MM
36. I grab opportunities to read English passages like journals and novels.	2.80	MM	2.84	MM
37. I have goals for improving my English skills.	2.93	MM	3.16	MM
38. I think of my progress in learning English.	3.03	MM	3.03	MM
Average Weighted Mean	2.88	MM	3.02	MM

tcrit@.05=2.12

tcom=0.381

Accept the null hypothesis

The table shows that male and female grade VIII students moderately manifested language learning strategies along metacognitive. This means that regardless of gender, grade VIII students moderately manifested language learning strategies of controlling and managing their own learning. However, as shown by the area means of 2.88 and 3.02, the females obtained higher mean than the males did. This implies that grade VIII female students employed more metacognitive language learning strategies than did the males. This further implies that females were conscious, thought about and evaluated how they learned more than the males did. Chang, Liu and Lee (2007) and Hong-Nam & Leavell (2006) confirm this finding. They found out that females used metacognitive strategies slightly more frequently than did the males.

The computed value of 0.381 is lower than the critical value of 2.12 with 16 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of dominant manifestation of language learning strategies according to the moderator variable of gender.

Table 4a.3. Extent of Dominant Manifestation of Language Learning Strategies along Metacognitive according to School Program

METACOGNITIVE	REG	D	SPA	D	SPS	D
30. I try to find ways to use my English.	2.59	MM	2.73	MM	3.40	MM
31. I notice my mistakes in English but use it to improve my English.	2.88	MM	3.01	MM	3.36	MM
32. I try to find out how to learn English better.	3.33	MM	3.22	MM	3.58	HM
33. I pay attention when someone is speaking English.	3.19	MM	3.34	MM	3.49	MM
34. I plan my schedule for me to have time to study English.	2.65	MM	2.39	LM	2.67	MM
35. I look for people whom I can talk to in English.	2.53	MM	2.43	LM	3.04	MM
36. I grab opportunities to read English passages like journals and novels.	2.89	MM	2.68	MM	2.96	MM
37. I have goals for improving my English skills.	3.12	MM	3.01	MM	2.96	MM
38. I think of my progress in learning English.	3.31	MM	2.65	MM	3.16	MM
Average Weighted Mean	2.94	MM	2.83	MM	3.18	MM

Fcrit@0.05= 3.40 F ratio= 3.02 Accept the null hypothesis

The table shows students in all the three programs moderately manifested language learning strategies along metacognitive. The findings imply that regardless of school program the students belong as classified according to their extracurricular trainings and interests, they all employed metacognitive language learning strategies in the same medium range of frequency. These also imply that those in the SPS class who were sports oriented reflected and evaluated their language learning more than those in the other two programs. Also, these mean that grade VIII students, regardless of program, used varied strategies that fit their varied interests and trainings. It can be recalled that those in class SPS were supposed to perform academically good because

they were screened when they enrolled in grade VII as well as before they were retained in the program for grade VIII.

The computed F-ratio 3.02 is lower than the critical value of 3.40 with 26 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of dominant manifestation of language learning strategies along metacognitive according to the moderator variable of program.

Table 5a. Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Student along Affective

AFFECTIVE	HM (5)	HM (4)	MM (3)	LM (2)	LM (1)	Weigh- ted mean	D
39. I try to relax whenever I feel afraid of using English.	25 (125)	29 (116)	66 (198)	34 (68)	46 (46)	2.77	M M
40. I encourage myself to speak English even when I am afraid of making mistake.	29 (145)	43 (172)	63 (189)	30 (60)	35 (35)	3.01	M M
41. When I do well in English, I give myself a treat.	24 (120)	36 (144)	43 (129)	38 (76)	59 (59)	2.64	M M
42. I notice when I am tensed or nervous when using English.	23 (115)	29 (116)	44 (132)	57 (114)	47 (47)	2.62	M M
43. I write down my feelings in a language learning diary.	12 (60)	28 (112)	44 (132)	48 (96)	68 (68)	2.34	LM
44. I talk to someone about my experiences in learning English.	24 (120)	20 (80)	61 (244)	52 (104)	43 (43)	2.96	M M
Average Weighted Mean						2.72	M M

The table shows that grade VIII students moderately manifested language learning strategies along affective which implies that lowering anxiety, encouraging oneself and taking emotional temperature were moderately manifested by the students. This means that in learning the English language, the grade VIII students still faced some difficulties applying affective strategies but not totally rare to them. Like the other strategies, the moderate use of affective strategies by the grade VIII students was attributable to the sociological context and their profile as well as their multiple intelligences.

Table 5a.1. Extent of Dominant Manifestation of Language Learning Strategies along Affective according to Gender

AFFECTIVE	M (WM)	D	F (WM)	D
39. I try to relax whenever I feel afraid of using English.	2.69	MM	2.83	MM
40. I encourage myself to speak English even when I am afraid of making mistake.	2.85	MM	3.16	MM
41. When I do well in English, I give myself a treat.	2.78	MM	2.50	MM
42. I notice when I am tensed or nervous when using English.	2.61	MM	2.63	MM
43. I write down my feelings in a language learning diary.	2.39	LM	2.29	LM
44. I talk to someone about my experiences in learning English.	2.97	MM	2.94	MM
Average Weighted Mean	2.71	MM	2.73	MM

$t_{crit@.05}=2.228$ $t_{Com}=0.041$ Accept the null hypothesis

The table shows that both male and female moderately manifested language learning strategies along affective. This further means that regardless of gender, grade VIII students employed language learning strategies about half the time. However, the average weighted means of 2.71 for males and 2.73 for females showed slightly higher mean by the female learners. Aside from the fact that both gender employed varied and not only one category of strategy, this also implies that the most common notion that females performed better on affective strategies was true to the grade VIII students though not significant in this study.

The computed value of 0.041 is lower than the critical value of 2.228 with 10 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference on the extent of dominant manifestation of language learning strategies along affective according to the variable of gender.

Table 5a.3. Extent of Dominant Manifestation of Language Learning Strategies along Affective according to School Program

AFFECTIVE	REG	D	SPA	D	SPS	D
39. I try to relax whenever I feel afraid of using English.	2.56	MM	2.86	MM	2.98	MM
40. I encourage myself to speak English even when I am afraid of making mistake.	2.93	MM	3.01	MM	3.13	MM
41. When I do well in English, I give myself a treat.	2.72	MM	2.41	LM	2.89	MM
42. I notice when I am tensed or nervous when using English.	2.56	LM	2.38	LM	3.13	MM
43. I write down my feelings in a language learning diary.	2.47	LM	1.84	LM	2.93	MM
44. I talk to someone about my experiences in learning English.	3.00	MM	2.84	MM	3.07	MM
Average Weighted Mean	2.70	MM	2.56	MM	3.02	MM

$F_{crit@0.05}= 3.49$ $F \text{ ratio}= 4.11$ Reject the null hypothesis

The table shows that language learning strategies along affective were moderately manifested to all the three programs. This implies that regardless of program, grade VIII students moderately manifested effort on managing their emotions in relation to learning the English language. The findings concretized the common and usual observation that many students shied away from reciting when they were expected or asked to speak in English most especially in the SPA classes where students were inclined to performing physical arts rather than communication arts. Another observation was that most students in the regular and SPA classes seem to worry about making mistake, being laughed at by their classmates or incorrect pronunciation or grammar. Those who were known be good in class fear criticism since they were trying to maintain a good impression from their classmates and teachers.

The computed F-ratio 4.11 is higher than the critical value of 3.49 with 17 degrees of freedom at .05 level of significance. The null hypothesis was therefore rejected; hence, there was a significant difference in the extent of dominant manifestation of language learning strategies along affective according to the moderator variable of program.

Table 6a. Extent of Dominant Manifestation of Language Learning Strategies of Grade VIII Students along Social

SOCIAL	HM (5)	HM (4)	MM (3)	LM (2)	LM (1)	Weigh- ted mean	D
45. If I don't understand a word in English, I ask the speaker to slow down or say the word again.	65 (325)	37 (148)	47 (141)	27 (54)	24 (24)	3.46	M M
46. I ask others to correct me when I talk in English.	38 (190)	43 (172)	32 (96)	49 (98)	38 (38)	2.97	M M
47. I practice English with other students.	35 (175)	36 (144)	48 (144)	43 (86)	38 (38)	2.94	M M
48. I ask for help from my English teacher.	29 (145)	27 (108)	40 (120)	62 (124)	42 (42)	2.70	M M
49. I ask questions using English.	22 (110)	39 (156)	72 (216)	44 (88)	23 (23)	2.97	M M
50. I try to learn about the culture of the native English speakers.	18 (90)	33 (132)	62 (248)	51 (102)	36 (36)	3.04	M M
Average Weighted Mean						3.01	M M

An average weighted mean of 3.01, the highest among the six categories of the Strategy Inventory of Language Learning, shows that grade VIII students moderately manifested language learning strategies. This implies that just like the rest of the strategies, grade VIII students employ social strategies in learning the English language but with some reluctance and irregularity.

Based on observation, the finding had perhaps something to do with the emphasis of collaborative and cooperative work in class activities through group work. This

encouraged students to work, discuss and solve problems among themselves with the teacher serving only as facilitator. This also gave the chance for the students to ask questions and clarifications when they needed. However, there were other strategies they could apply to suit their needs and preferences; thus, the average use.

Table 6a.1. Extent of Dominant Manifestation of Language Learning Strategies along Social according to Gender

SOCIAL	M (WM)	D	F (WM)	D
45. If I don't understand a word in English, I ask the speaker to slow down or say the word again.	3.31	MM	3.60	HM
46. I ask others to correct me when I talk in English.	2.72	MM	3.20	MM
47. I practice English with other students.	3.31	MM	3.60	HM
48. I ask for help from my English teacher.	5.00	HM	5.00	HM
49. I ask questions using English.	2.98	MM	2.89	MM
50. I try to learn about the culture of the native English speakers.	2.73	MM	3.05	MM
Average Weighted Mean	3.34	MM	3.56	HM

$t_{crit@.05}=2.228$ $t_{com}=0.189$ Accept the null hypothesis

Findings shown on the table imply that female learners performed better in social-based activities that help improve their English language skills. This finding confirms the common and usual notion that females were more sociable than the males were and the usual observation that female students were more expressive than the males did. Based on observation, inside the class the females recited more, talked about and expressed their feelings more than the boys did.

The computed value of 0.189 is lower than the critical value of 2.228 with 10 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted ; hence, there was no significant difference on the extent of dominant manifestation of language learning strategies along social according to the variable of gender. This means that gender did not influence the manifestation of the language learning strategies. This could be attributable to the number of participants in both genders but were distributed according to their inclinations which affected the way they applied strategies in learning the English language.

Table 6a.3. Extent of Dominant Manifestation of Language Learning Strategies along Social according to School Program

SOCIAL	REG	D	SPA	D	SPS	D
45. If I don't understand a word in English, I ask the speaker to slow down or say the word again.	3.37	MM	3.62	HM	3.36	MM
46. I ask others to correct me when I talk in English.	2.89	MM	2.97	MM	3.11	MM
47. I practice English with other students.	2.94	MM	2.70	MM	3.31	MM
48. I ask for help from my English teacher.	2.52	MM	2.84	MM	2.78	MM
49. I ask questions using English.	3.04	MM	2.82	MM	3.07	MM
50. I try to learn about the culture of the	3.25	MM	2.74	MM	3.16	MM

native English speakers.						
Area Mean	3.00	MM	2.95	MM	3.13	MM

Fcrit@0.05= 3.68 F ratio= 0.64 Accept the null hypothesis

The table shows that students in the regular, SPA and SPS classes moderately manifested the language learning strategies along social. This means that regardless of school program the students belong, they employed language learning strategies in a relatively the same frequency. However, the class SPS obtained the highest area mean of 3.13 followed by SPA and the regular classes with 3.00 and 2.95 area means. This suggests that those in the SPS class interacted and expressed themselves more when learning the English language.

This is a little bit surprising since the male members of the class were twice the number of the females who were known to be more interactive and vocal. This is therefore more attributable to the school program which affected the number of male and female members in each program. Based on observation, the boys in SPS class talked more than the girls did. They could say what they wanted and they even spoke in English but they did it in a joking manner. In the case of those in the SPA classes where the number of the girls was thrice the number of the boys, the boys were hardly heard since they were dominated by the girls. For the regular classes, boys were more than the girls but they rarely talked and expressed what they thought and felt unless forced by the teacher. The girls spoke to their classmates and teachers more openly than did the boys.

The computed F-ratio 0.64 is lower than the critical value of 3.68 with 17 degrees of freedom at .05 level of significance. The null hypothesis was therefore accepted; hence, there was no significant difference in the extent of dominant manifestation of language learning strategies along metacognitive according to the moderator variable of program.

This study was conducted at the middle of the school year; hence, it was not used as a guide for the teacher to plan activities that helped the students enhance their English language learning. It was not also preceded with series of activities that would have made the perception of the students in learning the English language more reliable.

Acknowledgements

The researcher would like to express her deep gratitude to the following who in one way or another helped in the accomplishment of this humble endeavor.

Foremost, to the great Provider, the source of life, wisdom and knowledge, for all the blessings, guidance, courage, strength and everything that contributed to her realization of this study.

to Dr. Lily- Ann A. Fernando, her professor and adviser in Thesis Writing, for her invaluable scholarly guidance and her motherly support to the researcher for this study.

to Mrs. Lea Garming, MPA for her vital statistical contributions to this study.

to her friend, Bobby S. Licudine, for his scholarly suggestions and patience in researching for helpful information for this study.

to her dear husband, Jackson B. Esteban, for all his support.

s.b.e.

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