

# ENGLISH LANGUAGE LEARNING STRATEGY ADOPTION AND PROFICIENCY OF GRADE 9 LEARNERS IN THE NEW NORMAL MODALITIES

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## Abstract

This study focused on determining the English language learning strategy adoption and the language proficiency of the respondents in online and modular distance learning modality. This examined the use of the English Language Learning Strategy in terms of its six subscales: memory, cognitive, comprehension, metacognitive, affective, and social strategies, while the level of language proficiency of Grade 9 learners reflected from the result of their grammar test.

A descriptive research method design was used in this study to gather and treat the data. The respondents of this study consisted of ninety-five (95) Grade 9 learners in online distance learning and (95) Grade 9 learners in modular distance learning.

It was found out that after the statistical analysis data that the level of language proficiency level of Grade 9 learners in terms of distance learning modalities as to Online Distance Learning Modality was very satisfactory with a mean score of 36.40 and a standard deviation of 3.20.

Finding shows that even in modular distance learning, students' level of language proficiency is still very satisfactory which may because they can learn through the medium of reading as they are more engage in modules and other learning resources that can help them improve their vocabulary.

Based on the findings, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference in language proficiency levels among Grade 9 learners in online and modular distance learning modalities" is rejected. Thus, the alternative should be accepted inciting that there is a significance between the two. It is recommended that the teachers and school should continue promoting the importance of English language proficiency in their education. Encourage the learners to speak confidently using English language. For modular distance learning modality, teachers and school administrators should extend the use of other learning resources that can help them improve their language proficiency.

*Keywords: English Language Strategy Adoption; Proficiency; New Normal Modalities*

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## 1. Main text

### Introduction

Over the past years, people have been relentlessly adapting to changes brought by modernization, globalization, and technological advancement. Correspondingly, languages continuously flourish and proliferate across the globe causing a significant impact and transformation to the lives of many people. One of the many languages that emerged and dominated is the English language. As stated by Fakeye & Ogunsiji (2014), English language plays the vital roles of being the medium of instruction in schools from primary to tertiary level. However, as the world becomes more radical, the ability to use the language effectively and appropriately to its optimal level becomes a critical requirement of authentic learning to keep up with or cope

with the great demand of society.

Thus, the success of any language learning is manifested through language proficiency achievement. This might be a key factor in their academic success (Daller & Phelan, 2013). Unfortunately, there has been a tremendous decline in English performance over the years causing great concern to people who have a stake in education and linked this as one of the pitfalls in the worsening quality of Philippine education. Despite the efforts, the Philippines still slid to its bottom. The 2018 assessment of the Program for International Student Assessment (PISA) for its basis of global standards and benchmark for Education, marked poorly among many countries tested in English. Moreover, it ranked 14th place in the English Proficiency Index (EPI). Also, it fell off on the 20th spot in the succeeding year. Sioco & Devera, (2018) affirmed that many studies showed that the grasp of the English language of Filipinos was slipping while other Asian countries were catching up fast.

Numerous studies have been conducted around the globe over the years to address the issue of variables that may favorably or unfavorably affect the process of language learning. The language learning strategies that students use when learning a language is one of the contributing aspects they linked. Saifuddin & Hakim (2018) found out that the learners with higher proficiency levels tend to employ more learning strategies. This means that LLS have a significant effect to the improvement of the language learner proficiency.

Since the outbreak of Coronavirus (COVID-19), the world has transpired into major transformations and innovations called The New Normal. The educational system around the world is one of the major sectors that was extremely impacted. Education across the globe is impeded by the health crisis due to the outbreak of COVID 19, and learning is still delivered through distance modalities.

Consequently, there is a major shift in the teaching-learning delivery from schools to homes, and there is a great challenge in the delivery of effective instruction and acquisition of significant learning outcomes. Many problems arise from the specific and effective strategies that teachers use on their respective modalities, down to strategies that online and modular students adopt in learning the lesson independently and efficiently, and the many other factors affecting the entire learning course.

As it is for this reason that this study is compelled in determining the language learning strategies in English of the learners in participating public schools so it may verify if those being adopted have a significant relationship to their language proficiency as well as to see if there is a difference in the modalities employed.

## **Theoretical Framework**

This study is anchored and supported by the theories and propositions of the following well-known scholars, which are relevant to this research.

Carl Roger's Experiential Learning Theory believed that all human beings have a natural desire to learn. He believed that the goal of education is to enable students to realize their needs of learning through self-reflection. The learner evaluates oneself by answering the needs and wants, thus initiating changes. With this process, the learner earns long-lasting effects of what they do. He added that experiential learning is equivalent to personal development, where everybody has an innate tendency to learn. Students initiate their learning in a friendly atmosphere facilitated by the teacher and involve themselves in classroom activities if they find the subject relevant to their lives. He added that encouraging a positive approach: encouraging the students to do their task, clarifying and explaining how things should be done, and organizing learning resources can create a positive environment and aid learning achievement. Thus, failure to learn is not caused by the person's inability to learn but rather by problems present with the learning situation. It is relevant to this research since the researcher aims to determine the learners' English Language Learning Strategy Adoption.

Another relevant theory is Krathwol's Affective Learning Theory which posited that learning is

demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study.

In addition, this study is also supported by Noam Chomsky's Language Acquisition Theory for Noam Chomsky believed that everyone has the inborn capabilities to acquire a language as everyone has a Language Acquisition Device (LAD), an innate template or blueprint for language, which accounts for the swift mastery of language among children despite the highly abstract nature of language. This fundamental form of language is stored in the human brain and is unique to every man. For the LAD to work, the child needs access only to samples of a natural language. These language samples serve as a trigger to activate the device. Once it is activated, the child can discover the structure of the language to be learned by matching the innate knowledge of basic grammatical relationships to the structures of the language in the environment. Moreover, it is believed that children do not start from scratch when it comes to language learning as they can acquire complex grammar quickly and without any help beyond the exposure to L1. Furthermore, Chomsky emphatically argued that the mind possesses a factor that could be termed 'the language factor, and it has a well-defined structure and system.'

Also on the list is the Individual Differences that cite people are more different than they are alike, and there is probably no environment that elicits individual differences. Bors and Macleod (as cited in Encyclopedia.com, 2021) highlighted the psychological research supporting four main conclusions about individual differences in learning: (1) people differ in what they know and their knowledge base; (2) people differ in their working memory capacity, the ability to hold information in consciously accessible memory; (3) people possess and invoke different strategies for learning; (4) people differ in the retrieval efficiency with which they can summon information from more permanent, long-term memory. It is of great help for this proposed study since the researcher aims to determine the English Language Learning Strategy Adoption of the diverse learners who possibly invoke different strategies for learning.

Lastly, the concept of variation in the environment as one of the factors in language learning acquisition places relevance in explaining the nature of this study since the respondents of this proposed study is diverse learners with differences in their environment. Ismail and Yusof (2016) purported in their findings that differences in the environment, specifically the conditions in which Second language (L2) learning happens, affect the rate of success in L2 learning. If the L2 learners are exposed to a nurturing and non-threatening environment, they are most likely to succeed in learning L2.

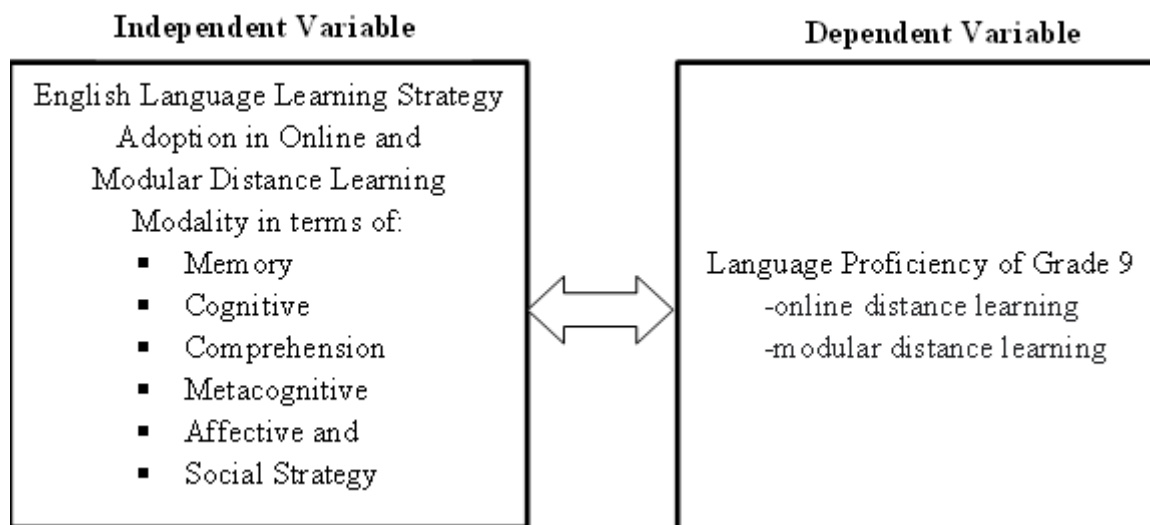


Figure 1. The Paradigm of the Study

The present study aimed to determine the English Language Learning Adoption and Language Proficiency of the Grade 9 Learners in the New Normal Modalities. This paradigm of the study better illustrates the flow of the study.

Figure 1 shows the paradigm of the study, which indicates the independent and dependent variables: the English Language Learning Adoption and Language Proficiency of the Grade 9 Learners in the New Normal Modalities.

As seen in the given figure, the independent variable box contains the English Language Learning Strategy subscales comprising memory, cognitive, comprehension, metacognitive, affective, and social strategy, which are believed to affect the given dependent variable. The dependent variable box contains the Language Proficiency of the Learners. The arrow between the two boxes indicates the differences and relationship between the two variables in different learning modalities, which are online and modular, which must be verified.

### Statement of the Problem

This study investigated the English Language Learning Adoption and Language Proficiency of Grade 9 Learners in the New Normal Modalities.

Specifically, it aimed to answer the following questions:

1. What is the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online and modular distance learning modality as assessed by the learners in terms of:
  1. 1 memory;
  - 1.2 cognitive;
  1. 3 comprehensions;
  - 1.4 metacognitive;
  - 1.5 affective; and
  - 1.6 social strategies?
2. Is there any significant difference between the English language learning adoption strategies among Grade 9 Learners in online and modular distance learning modalities?
3. What is the language proficiency level of Grade 9 learners in terms of distance learning modalities
  - 4.1 Online Distance Learning Modality;
  4. 2 Modular Distance Learning Modality?
4. Is there any significant difference between the language proficiency levels among Grade 9 learners in online and modular distance learning modality?

### Research Methodology

The researcher used the quantitative/ descriptive survey method of research. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon (Wadsworth, 2017). The method involved range from the survey, which describes the status quo, the correlation study, which investigates the relationship between variables, to developmental studies, which seek changes over time (Key, 2017).

The study's respondents consisted of Grade 9 learners of Upland Integrated National High School in the New Normal Modalities. To get the desired sample, the researcher used the purposive sampling technique.

Purposive sampling is one of the simplest sampling techniques in which the researcher relies on their judgment when choosing members of the population to participate in the study.

According to Tongco (2007), when utilized correctly, purposeful sampling is a practical and efficient strategy that can be just as effective and even more efficient than random sampling.

This research used a survey questionnaire to gather the data and information. The questionnaire for the strategical approach as perceived by the respondents is the Strategy Inventory for Language Learning (SILL, Oxford, 1990) of Rebecca Oxford. It is a standardized 50-item assessment tool used to investigate the language learning strategies of learners of English or any foreign languages. The respondents will be asked to respond to each statement on a five-point Likert scale to measure the level of English language learning strategy adoption and language proficiency of Grade 9 learners in the new normal modalities.

This study aimed to determine the English language learning adoption and language proficiency of Grade 9 learners in the new normal modalities. Thus, the researcher asked for the author's permission to use the Strategy Inventory for Language Learning (SILL) survey questionnaire, the primary data-collection instrument in language learning strategies research.

The research study was started by giving the title for approval during School Year 2021-2022. The related literature and study were gathered by gathering information through the internet and some observation of the researchers from the previous situation of the teachers due to the changes brought by the pandemic.

Then the researcher asked for permission from Dr. Rebecca L. Oxford to use the SILL in the study. A language proficiency exam was also provided to test the students' knowledge. Upon approval, the researcher asked for the permission of the school head to conduct the survey. Finally, the researcher ensured the confidentiality of the information given by the respondents. Then, the data were gathered, given appropriate statistical treatment, analyzed, and interpreted.

Mean and standard deviation was used to determine the level of perception of students on the use of online instruction and the level of cognitive engagement.

Mean was used to convert the responses into scores to determine the verbal interpretation as scaled into five optional answers.

Standard deviation was used to understand better how the data entries differ from the mean.

Pearson  $r$  correlation was utilized to measure the relationship between the independent and dependent variables.

## Results and Discussion

### 1. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners in Online and Modular Distance Learning Modality

*Table 1. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners in Online and Modular Distance Learning Modality as Assessed by the Learners in terms of Memory*

Table 1 illustrates the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online and modular distance learning modality as assessed by the learners in terms of memory. The students in online distance learning modality find the second indicator, use new English words for retention, almost always true of them ( $M=4.55$ ,  $SD=0.63$ ) while to the students in modular distance learning modality find it usually true of them ( $M=3.98$ ,  $SD=0.99$ ).

| STATEMENT                                                      | ONLINE      |             |                          | MODULAR     |             |                    |
|----------------------------------------------------------------|-------------|-------------|--------------------------|-------------|-------------|--------------------|
|                                                                | MEAN        | SD          | VI                       | MEAN        | SD          | VI                 |
| Think of relationships between already known and new learnings | 4.18        | 1.06        | Usually true of me       | 3.94        | 0.76        | Usually true of me |
| Use new English words in a sentence for retention              | 4.55        | 0.63        | Almost always true of me | 3.98        | 0.99        | Usually true of me |
| Connect sound and image of the new word                        | 4.53        | 0.65        | Almost always true of me | 3.88        | 0.87        | Usually true of me |
| Make a mental picture of a situation                           | 4.36        | 0.80        | Almost always true of me | 3.86        | 0.94        | Usually true of me |
| Use rhymes                                                     | 4.39        | 0.78        | Almost always true of me | 3.85        | 0.86        | Usually true of me |
| Use flashcards                                                 | 4.40        | 0.76        | Almost always true of me | 3.92        | 0.94        | Usually true of me |
| Physically act out the new word                                | 4.39        | 0.70        | Almost always true of me | 3.90        | 0.89        | Usually true of me |
| Review words often                                             | 4.42        | 0.62        | Almost always true of me | 3.88        | 0.90        | Usually true of me |
| Remember the location on the page, board, and street sign      | 4.38        | 0.80        | Almost always true of me | 3.90        | 0.88        | Usually true of me |
| <b>Overall Mean</b>                                            | <b>4.40</b> | <b>0.81</b> | <b>Very High</b>         | <b>3.90</b> | <b>0.89</b> | <b>High</b>        |

Overall, the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of memory attained a mean score of 4.40 and a standard deviation of 0.81 and was Very High among the students. On the other hand, as assessed by the learners, the modular distance learning modality attained a mean score of 4.40 and a standard deviation of 0.81, which was Very High among the students.

Since the respondents are from Grade 9, they are more capable of memorizing, and their ability to comprehend is more complex. However, their answers are varied based on their preferences, interests, and knowledge of English.

According to Hardank (2013), memorization strategies are techniques used to remember more effectively and retrieve and transfer information needed for future language use. Memorization helps students to store in memory the important information gathered from their learning. Then, when the information is needed in the future, these strategies help the student get the information back. For example, the semantic map of a group of nouns or verbs shows the relationship between the words.

*Table 2. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners of Upland Integrated National High School in Online and Modular Distance Learning Modality as Assessed by the Learners in terms of Cognitive*

Table 2 illustrates the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online and modular distance learning modality as assessed by the learners in terms of cognitive. The students in the online distance learning modality find the indicator and summarize information, which is almost always true for them ( $M=4.33$ ,  $SD=0.75$ ). On the other hand, the students in the modular distance learning modality find the first indicator, say or write new words several times, almost always true them ( $M=4.23$ ,  $SD=0.83$ ).

| STATEMENT                                                | ONLINE      |             |                          | MODULAR     |             |                          |
|----------------------------------------------------------|-------------|-------------|--------------------------|-------------|-------------|--------------------------|
|                                                          | MEAN        | SD          | VI                       | MEAN        | SD          | VI                       |
| Say or write new words several times                     | 4.25        | 0.68        | Almost always true of me | 4.23        | 0.83        | Almost always true of me |
| Talk like native speakers                                | 4.19        | 0.70        | Usually true of me       | 4.19        | 0.89        | Usually true of me       |
| Practice the sounds of English                           | 4.12        | 0.94        | Usually true of me       | 3.92        | 0.94        | Usually true of me       |
| Use words in different ways                              | 4.32        | 0.70        | Almost always true of me | 4.05        | 0.97        | Usually true of me       |
| Start conversations in English                           | 3.93        | 0.89        | Usually true of me       | 3.84        | 0.93        | Usually true of me       |
| Watch English language TV shows                          | 4.20        | 0.63        | Almost always true of me | 4.18        | 0.88        | Usually true of me       |
| Write notes, messages, letters, or reports in English    | 4.14        | 0.65        | Usually true of me       | 4.14        | 0.94        | Usually true of me       |
| Read for pleasure                                        | 4.07        | 0.89        | Usually true of me       | 3.97        | 0.89        | Usually true of me       |
| Skim an English passage, then go back and read carefully | 4.27        | 0.65        | Almost always true of me | 4.00        | 0.92        | Usually true of me       |
| Look for words in your own language similar to new words | 3.88        | 0.84        | Usually true of me       | 3.89        | 0.89        | Usually true of me       |
| Find patterns in English                                 | 4.20        | 0.73        | Almost always true of me | 4.15        | 0.93        | Usually true of me       |
| Find the meaning of any word by dividing it into parts   | 4.24        | 0.75        | Almost always true of me | 3.96        | 0.90        | Usually true of me       |
| Try not to translate word for word                       | 4.17        | 0.99        | Usually true of me       | 4.13        | 0.92        | Usually true of me       |
| Summarize information                                    | 4.33        | 0.75        | Almost always true of me | 3.98        | 0.90        | Usually true of me       |
| <b>Overall Mean</b>                                      | <b>4.16</b> | <b>0.80</b> | <b>High</b>              | <b>4.05</b> | <b>0.92</b> | <b>High</b>              |

Overall, the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of cognitive attained a mean score of 4.16 and a standard deviation of 0.80 and was High among the students while in modular distance learning modality as assessed by the learners achieved a mean score of 4.05 and a standard deviation of 0.92 and was High among the students.

Students may differ on how they use English as a language and how they explore it. However, the result of the study reveals that the level of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of cognitive is high. This may be because some students are not as inclined to use English as they used to speak their mother tongue.

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material. Among the most important cognitive strategies are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inference. (Hismanoglu 2015)

*Table 3. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners of Upland Integrated National High School in Online and Modular Distance Learning Modality as Assessed by the Learners in terms of Comprehensions*

| STATEMENT                                      | ONLINE      |             |                          | MODULAR     |             |                    |
|------------------------------------------------|-------------|-------------|--------------------------|-------------|-------------|--------------------|
|                                                | MEAN        | SD          | VI                       | MEAN        | SD          | VI                 |
| Make guesses                                   | 4.65        | 0.58        | Almost always true of me | 3.76        | 0.91        | Usually true of me |
| Use gestures                                   | 4.46        | 0.78        | Almost always true of me | 3.86        | 0.92        | Usually true of me |
| Make up new words                              | 4.46        | 0.76        | Almost always true of me | 3.88        | 0.98        | Usually true of me |
| Read English without looking up every new word | 4.31        | 0.79        | Almost always true of me | 3.68        | 0.95        | Usually true of me |
| Guess what the other person will say next      | 4.48        | 0.63        | Almost always true of me | 3.59        | 1.12        | Usually true of me |
| Use a word or phrase that means the same thing | 4.47        | 0.70        | Almost always true of me | 3.77        | 0.94        | Usually true of me |
| <b>Overall Mean</b>                            | <b>4.47</b> | <b>0.72</b> | <b>Very High</b>         | <b>3.76</b> | <b>0.98</b> | <b>High</b>        |

Table 3 illustrates the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online and modular distance learning modality as assessed by the learners in terms of comprehensions. The students in the online distance learning modality find the indicator and make guesses, which are almost always true of them ( $M=4.65$ ,  $SD=0.58$ ). On the other hand, the students in the modular distance learning modality find the first indicator and make up new words, usually valid of them ( $M=3.88$ ,  $SD=0.98$ ).

Overall, the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of comprehensions attained a mean score of 4.47 and a standard deviation of 0.72 and was Very High among the students. In comparison, the modular distance learning modality achieved a mean score of 3.76 and a standard deviation of 0.98 and was High among the students.

Findings show that the students are trying their best to learn more and comprehend the English language. In addition, they know how to specifically regulate their gestures to understand and communicate with other persons with different languages.

The students employ comprehension strategies to compensate for the missing knowledge in the target language due to a lack of vocabulary. The strategies help to allow the students to use the language to speak and write in the target language even when their vocabulary is limited. For example, the use of linguistic clues to guess the meanings or inventing words to the use linguistic clues to guess compensates their lack of vocabulary. (Hardank 2013)

*Table 4. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners of Upland Integrated National High School in Online and Modular Distance Learning Modality as Assessed by the Learners in terms of Metacognitive*

Table 4 illustrates the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online and modular distance learning modality as assessed by the learners in terms of metacognitive. The online distance learning students find the indicator

and ways to use English almost always true of them ( $M=4.35$ ,  $SD=0.65$ ). On the other hand, the students in the modular distance learning modality find the indicator, use mistakes to do better, and almost always true them ( $M=4.38$ ,  $SD=0.75$ ).

| STATEMENT                                | ONLINE      |             |                          | MODULAR     |             |                          |
|------------------------------------------|-------------|-------------|--------------------------|-------------|-------------|--------------------------|
|                                          | MEAN        | SD          | VI                       | MEAN        | SD          | VI                       |
| Find ways to use English                 | 4.35        | 0.65        | Almost always true of me | 4.37        | 0.78        | Almost always true of me |
| Use mistakes to do better                | 4.25        | 0.71        | Almost always true of me | 4.38        | 0.75        | Almost always true of me |
| Pay attention                            | 4.18        | 0.70        | Usually true of me       | 4.36        | 0.72        | Almost always true of me |
| Find out how to be a better learner      | 4.23        | 0.92        | Almost always true of me | 4.02        | 0.85        | Usually true of me       |
| Plan schedule                            | 4.32        | 0.80        | Almost always true of me | 4.12        | 0.85        | Usually true of me       |
| Look for people to talk to in English    | 4.25        | 0.69        | Almost always true of me | 4.33        | 0.80        | Almost always true of me |
| Look for opportunities to read           | 4.28        | 0.68        | Almost always true of me | 4.31        | 0.77        | Almost always true of me |
| Have clear goals for improvement         | 4.23        | 0.90        | Almost always true of me | 4.18        | 0.80        | Usually true of me       |
| Think about progress in learning English | 4.31        | 0.78        | Almost always true of me | 4.17        | 0.80        | Usually true of me       |
| <b>Overall Mean</b>                      | <b>4.27</b> | <b>0.76</b> | <b>Very High</b>         | <b>4.25</b> | <b>0.80</b> | <b>Very High</b>         |

Overall, the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of metacognitive attained a mean score of 4.27 and a standard deviation of 0.76 and was Very High among the students. In contrast, a mean score of 4.25 and a standard deviation of 0.80 and were Very High among the students.

Students' responses may vary depending on how they are interested in using English as a language. For example, some may not be that good at this subject or are much more interested in other subjects/activities. In addition, their capacity to have high metacognition is different from each other. It can be stated that metacognitive is a term to express executive function, strategies that require planning for learning, thinking about the learning process as it is taking place, monitoring one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation. (Hismanoglu 2015)

*Table 5. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners of Upland Integrated National High School in Online and Modular Distance Learning Modality as Assessed by the Learners in Terms of Affective*

Table 5 illustrates the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of affective. The students in the online distance learning modality find the indicator, encourage self to speak English, and almost always true them ( $M=4.29$ ,  $SD=0.77$ ). On the other hand, the

students in the modular distance learning modality find the indicator and try to relax whenever using English, which is almost always true for them ( $M=4.38$ ,  $SD=0.57$ ).

| STATEMENT                                                 | ONLINE      |             |                          | MODULAR     |             |                          |
|-----------------------------------------------------------|-------------|-------------|--------------------------|-------------|-------------|--------------------------|
|                                                           | MEAN        | SD          | VI                       | MEAN        | SD          | VI                       |
| Try to relax whenever using English                       | 4.12        | 0.79        | Usually true of me       | 4.38        | 0.57        | Almost always true of me |
| Encourage self to speak English                           | 4.29        | 0.77        | Almost always true of me | 4.26        | 0.51        | Almost always true of me |
| Reward self                                               | 4.24        | 0.79        | Almost always true of me | 4.37        | 0.51        | Almost always true of me |
| Notice self if tense when using English                   | 4.14        | 0.79        | Usually true of me       | 4.24        | 0.43        | Almost always true of me |
| Write down feelings in a diary                            | 4.08        | 0.77        | Usually true of me       | 4.21        | 0.50        | Almost always true of me |
| Talk to someone else about feelings when learning English | 4.16        | 0.81        | Usually true of me       | 4.28        | 0.48        | Almost always true of me |
| <b>Overall Mean</b>                                       | <b>4.17</b> | <b>0.79</b> | <b>High</b>              | <b>4.29</b> | <b>0.51</b> | <b>Very High</b>         |

Overall, the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of effectiveness attained a mean score of 4.17 and a standard deviation of 0.79 and was Very High among the students while in modular distance learning modality attained a mean score of 4.29 and a standard deviation of 0.51 and was Very High among the students.

In terms of effectiveness, findings prove that until now, learners from Junior High School are not that confident in speaking the English language, maybe because they are afraid of being embarrassed in public or else afraid of having grammar, pronunciation, and tone mistakes when speaking. Moreover, there may be a lack of motivation among students to speak English or the need to study English.

Research on the good language learner in the conventional learning context has been high on the agenda of practitioners in the field of English as a second language/English as a foreign language since the mid-1970s. However, it focuses on the distance learning context to construct an 'affective' profile of the successful distance language learner. According to Xiao (2012), the successful distance language learner is highly motivated with specific reasons for their study, perceived progress, and appropriate tactics to maintain motivation; they have strong self-efficacy, which may lead to increased motivation and an internal locus of learning; they are metacognitive mature, and uses their initiative in dealing with anxiety arising from the distance language learning process. Implications from the research results are also discussed.

*Table 6. Level of Manifestation of English Language Learning Adoption Strategies Among Grade 9 Learners of Upland Integrated National High School in Online and Modular Distance Learning Modality as Assessed by the Learners in Terms of Social Strategies*

Table 6 illustrates the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of social strategies. The students in the online distance learning modality find the indicator, and ask questions in English, which is almost always true for them ( $M=4.35$ ,  $SD=0.78$ ). On the other hand, the students in the modular distance learning modality find the indicator and ask speakers for correction, which is almost always true for them ( $M=4.36$ ,  $SD=0.65$ ).

| STATEMENT                                         | ONLINE      |             |                          | MODULAR     |             |                          |
|---------------------------------------------------|-------------|-------------|--------------------------|-------------|-------------|--------------------------|
|                                                   | MEAN        | SD          | VI                       | MEAN        | SD          | VI                       |
| Ask another person to slow down for comprehension | 4.34        | 0.79        | Almost always true of me | 4.34        | 0.61        | Almost always true of me |
| Ask speakers for correction                       | 4.28        | 0.82        | Almost always true of me | 4.36        | 0.65        | Almost always true of me |
| Practice English                                  | 4.18        | 0.77        | Usually true of me       | 4.13        | 0.61        | Usually true of me       |
| Ask for help                                      | 4.25        | 0.80        | Almost always true of me | 4.13        | 0.59        | Usually true of me       |
| Ask questions in English                          | 4.35        | 0.78        | Almost always true of me | 4.06        | 0.62        | Usually true of me       |
| <b>Overall Mean</b>                               | <b>4.28</b> | <b>0.79</b> | <b>Very High</b>         | <b>4.20</b> | <b>0.62</b> | <b>Very High</b>         |

Overall, the level of manifestation of English language learning adoption strategies among Grade 9 learners of Upland Integrated National High School in online distance learning modality as assessed by the learners in terms of social strategies attained a mean score of 4.28 and a standard deviation of 0.79 and was Very High among the students. On the other hand, in modular distance learning modality attained a mean score of 4.20 and a standard deviation of 0.62 and was Very High among the students.

Findings show that students socialize with their classmates and try to collaborate and learn with others. They try to be more active and explore the language with the help of their peers, and this may be because it can boost their confidence if someone will give them compliments and support them.

Social strategies help the learner learn through interaction with others and understand the target culture as well as the language. A language is a form of social behavior, communication, and communication occurs between and among people. Therefore, social strategies are very important in the language learning process. One of the most basic social interactions is asking questions. The conversation partner's response to the learner's question indicates whether the question itself was understood, thus providing indirect feedback about the learner's production skills. (Matkova, et.al 2016)

## 2. The difference in the English Language Learning Adoption Strategies among Learners in Online and Modular Distance Learning

*Table 7. The difference in the English language learning adoption strategies among learners in online and modular distance learning*

Table 7 presents the significant difference in the English language adoption strategies among Grade 9 learners in online and modular distance learning modalities.

There is an observed significant difference in the English language learning adoption strategies among Grade 9 learners in online and modular distance learning modalities based on the computed t-statistic of 7.006 for memory, 1.895 for cognitive, 9.964 for comprehension, and 1.752 for affective, which implies that than the critical t with a p-value that is less than the significance alpha 0.05.

From the findings, we can infer that at a 0.05 level of significance, the null hypothesis "There is no significant difference in the English language learning adoption strategies among Grade 9 learners in online and modular distance learning modalities" is rejected. Thus, the alternative should be accepted, inciting a significance between the two.

| Distance Learning |                   | Mean | t statistic | p-value | Analysis        |
|-------------------|-------------------|------|-------------|---------|-----------------|
| Online            | Memory            | 4.40 | 7.066       | 0.000   | Significant     |
| Modular           |                   | 3.90 |             |         |                 |
| Online            | Cognitive         | 4.16 | 1.895       | 0.030   | Significant     |
| Modular           |                   | 4.05 |             |         |                 |
| Online            | Comprehension     | 4.47 | 9.964       | 0.000   | Significant     |
| Modular           |                   | 3.76 |             |         |                 |
| Online            | Metacognitive     | 4.27 | 0.376       | 0.707   | Not Significant |
| Modular           |                   | 4.25 |             |         |                 |
| Online            | Affective         | 4.17 | 1.752       | 0.041   | Significant     |
| Modular           |                   | 4.29 |             |         |                 |
| Online            | social strategies | 4.28 | 0.799       | 0.26    | Not Significant |
| Modular           |                   | 4.20 |             |         |                 |

### 3. Language Proficiency Level as to Online and Modular Distance Learning Modality

Table 8. Level of the language proficiency level of Grade 9 learners in terms of distance learning modalities as to Online Distance Learning Modality

| RANGE              | ONLINE DISTANCE LEARNING MODALITY |            | VERBAL INTERPRETATION     |
|--------------------|-----------------------------------|------------|---------------------------|
|                    | FREQUENCY                         | PERCENTAGE |                           |
| 41 to 50           | 15                                | 15.79      | Outstanding               |
| 31 to 40           | 71                                | 74.74      | Very Satisfactory         |
| 21 to 30           | 9                                 | 9.47       | Satisfactory              |
| 11 to 20           | 0                                 | 0.00       | Fairly Satisfactory       |
| 0 to 10            | 0                                 | 0.00       | Did Not Meet Expectations |
| Total              | 95                                | 100.00     |                           |
| Overall Mean       | 37.26                             |            | Very Satisfactory         |
| Standard Deviation | 3.45                              |            |                           |

Table 8 illustrates the level of the language proficiency level of Grade 9 learners in terms of distance learning modalities as to Online Distance Learning Modality.

Out of ninety-five (95) students, seventy-one (71) or 74.74% of the total population scored 31 to 40, which was very satisfactory. This was followed in frequency by those who scored 41 to 50 points, of which fifteen (15) students or 15.79% of the population were identified as Outstanding. On the other hand, nine (9) respondents gained 21 to 30 satisfactory points.

Overall, the level of the language proficiency level of Grade 9 learners in terms of distance learning modalities as to Online Distance Learning Modality was very satisfactory, with a mean score of 37.26 and a standard deviation of 3.45.

Findings show that in the online distance learning modality, the level of language proficiency of the learners is very satisfactory, which can imply that they are outstanding and have deep knowledge of English.

As stated by Fakeye & Ogunsiji (2014), English language plays the vital roles of being the medium of instruction in schools from primary to tertiary level. The knowledge of the contents of school subjects is transferred to the students at all levels of education via English language medium. It therefore follows that how well students would fare in academic attainment depends largely on their level of proficiency in English language which is the medium of instruction.

*Table 9. Level of the language proficiency level of Grade 9 learners in terms of distance learning modalities as to Modular Distance Learning Modality*

| RANGE                     | MODULAR DISTANCE LEARNING MODALITY |            | VERBAL INTERPRETATION     |
|---------------------------|------------------------------------|------------|---------------------------|
|                           | FREQUENCY                          | PERCENTAGE |                           |
| 41 to 50                  | 7                                  | 7.37       | Outstanding               |
| 31 to 40                  | 82                                 | 86.32      | Very Satisfactory         |
| 21 to 30                  | 6                                  | 6.31       | Satisfactory              |
| 11 to 20                  | 0                                  | 0.00       | Fairly Satisfactory       |
| 0 to 10                   | 0                                  | 0.00       | Did Not Meet Expectations |
| Total                     | 95                                 | 100.00     |                           |
| <b>Overall Mean</b>       | 36.40                              |            | Very Satisfactory         |
| <b>Standard Deviation</b> | 3.20                               |            |                           |

Table 9 illustrates the level of the language proficiency level of Grade 9 learners in terms of distance learning modalities as to Modular Distance Learning Modality.

Out of ninety-five (95) students, eighty-two (82) or 86.32% of the total population scored 31 to 40, which was very satisfactory. This was followed in frequency by those who had scored 41 to 50 points, and seven (7) students, or 7.37% of the population, were identified to score as Outstanding. On the other hand, six (6) respondents gained 21 to 30 satisfactory points.

Overall, the level of the language proficiency level of Grade 9 learners in terms of distance learning modalities as to Online Distance Learning Modality was very satisfactory, with a mean score of 36.40 and a standard deviation of 3.20.

The finding shows that even in modular distance learning, students' level of language proficiency is still very satisfactory because they can learn through the medium of reading as they are more engaged in modules and other learning resources that can help them improve their vocabulary.

According to Zhang & Kenny (2012), language proficiency strongly impacted the learning of the students in this environment. Non-native English speakers required considerable time to process readings and postings and make them themselves.

#### **4. Difference Between the Language Proficiency Levels Among Grade 9 Learners in Online and Modular Distance Learning Modalities**

*Table 10. Difference Between the Language Proficiency Levels Among Grade 9 Learners in Online and Modular Distance Learning Modalities*

Table 10 presents the significant difference between the language proficiency levels among Grade 9 learners in online and modular distance learning modalities.

There is an observed significant difference in the language proficiency levels among Grade 9 learners in online and modular distance learning modalities based on the computed t-statistic of 1.7836, which implies that the critical t with a p-value less than the significance alpha of 0.05.

| Distance Learning | Mean  | t statistic | p-value | Analysis    |
|-------------------|-------|-------------|---------|-------------|
| Online            | 37.26 | 1.7836      | 0.0388  | Significant |
| Modular           | 36.40 |             |         |             |

From the findings above, we can infer that at a 0.05 level of significance, the null hypothesis “There are no significant difference language proficiency levels among Grade 9 learners in online and modular distance learning modalities” is rejected. Thus, the alternative should be accepted, inciting a significance between the two.

### Summary of Findings

The following were the significant findings of the investigation:

1. Students’ responses are varied, and their answers may also depend on their capabilities, level of interaction in their online classes, and interest in the subject matter.
2. Like online distance learning, students’ responses are also varied based on their perspectives. The finding shows that Grade 9 learners from modular distance learning modality also have a high level of English language learning adaptation and tend to explore with their limitless knowledge and beyond.
3. There is an observed significant difference in the English language learning adoption strategies among Grade 9 learners in online and modular distance learning modalities based on the computed t-statistic of 7.006 for memory, 1.895 for cognitive, 9.964 for comprehension, and 1.752 for affective, which implies that than the critical t with a p-value that is less than the significance alpha 0.05.
4. In online distance learning modality, the level of language proficiency of the learners is very satisfactory, which can imply that they are outstanding and have deep knowledge of English. In addition, Finding shows that even in modular distance learning, students’ level of language proficiency is still very satisfactory because they can learn through the medium of reading as they are more engaged in modules and other learning resources that can help them improve their vocabulary.
5. There is an observed significant difference in the language proficiency levels among Grade 9 learners in online and modular distance learning modalities based on the computed t-statistic of 1.7836 which implies that than the critical t with a p-value that is less than the significance alpha 0.05.

### Conclusion

Based on the foregoing findings, the following conclusions were drawn.

This study’s result reveals different findings regarding the English language learning adoption strategies and proficiency levels among Grade 9 learners in online and modular distance learning modalities. This shows that there is a relationship between the modalities and level of language proficiency among the students. The researcher further concludes that the null hypotheses stating that “There is no significant difference between the English language learning adoption strategies among Grade 9 learners in online and modular distance learning modalities” and “There is no significant difference between the language proficiency levels among Grade 9 learners in online and modular distance learning modalities are all rejected, which calls for the acceptance of the alternative hypotheses that can imply that there is a significant relationship in every variable used in this study.

## Recommendations

Based on the drawn conclusions resulted in the following recommendations:

1. It is recommended that the teachers and schools continue promoting the importance of English language proficiency in their education. In addition, they should provide more seminars/webinars for the students, further improving their vocabulary and grammar development.
2. It is suggested for the teachers to encourage the students to speak confidently using the English language. Provide activities that are interactive and allow the learners to practice their speaking abilities.
3. For modular distance learning modalities, it is suggested that the teachers and school administrators extend the use of other learning resources to help them improve their language proficiency. Furthermore, despite not having synchronous classes with the teachers, please encourage them not to limit themselves from exploring new things.

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