

Congruence of Teaching and Learning Strategies and English Performance of Senior High School Learners

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Abstract— The access to and acquisition of quality education is considered as an important factor in alleviating the conditions of the learner. It opens doors for new experiences and provides avenues for discoveries. Further, it aids an individual to develop a clearer self-concept and discover possibilities. However, a student may reflect overflowing potentials, but without proper guidance and motivation, everything may possibly end in waste. This descriptive study aimed to determine the commonly used teaching strategies and learning strategies used by senior high school teachers and learners, respectively, in the Municipality of Ajuy and Municipality of San Miguel, DepEd – Schools Division of Iloilo. The respondents of this study were all senior high school teachers who teach English subjects in the senior high school regardless of the school category, and senior high school learners in the Municipality of Ajuy and Municipality of San Miguel, DepEd – Schools Division of Iloilo. The researcher employed the Convenience Sampling to determine the respondents from a medium category school with 440-840 number of enrolment. For those learners who belong to the small school category with less than 440 enrolment, they all included as respondents of the study. The descriptive statistics employed in the study were mean and standard deviation. The mean was utilized to measure the common language learning strategies. The inferential statistics employed in the study was The Pearson Correlation Coefficients to test the relationship between teaching and learning strategies and their English Performance. All inferential statistics were set at a value of .05 alpha level. Generally, on the teachers, three of the six categories (Metacognition, Affective and Social) in the Modified Inventory on Teaching Strategies were found to be preferred by the respondents, and the other three (Memory, Cognitive and Compensation) were considered least preferred teaching strategies. On the learners, five of the six categories in the Modified Inventory on Learning Strategies were found to be preferred by the respondents, although one category, social strategy, was considered most preferred learning strategies. The findings show that social strategies were the commonly employed teaching strategy by the SHS teachers. Moreover, as shown by the findings, metacognitive strategy obtained the highest mean in terms of the most commonly used learning strategies among grade 12 SHS learners. As to English performance the same results were obtained. These might be due to the fact that these strategies work best for them and identified these as a better access in the learning development. The learners when grouped according to school type, there is a difference in the learning strategy preference. Respondents from the medium school type commonly used Metacognition strategies obtaining the highest mean score ($M=17.748$; $SD=3.379$) with preferred description. Further, respondents from small school types commonly used social strategies obtaining the highest mean score ($M=17.562$; $SD=3.788$) with the most preferred description. Apparently, the findings, show that the preference of learning strategies indicated no significant difference in their English performance, even though one of the four levels of performance identified social strategy as the most commonly used learning strategy and three of the four levels of performance identified metacognitive strategy to have obtained the highest mean as is labeled as preferred strategy. As predicted, the results of this study showed higher levels of preference of learning strategies used among grade 12 SHS learners with metacognitive strategy as the most dominant. While on the teachers' part, results showed that social strategy is the commonly used teaching strategy / In addition, the results of the findings indicated that regardless of the track/strand and English performance, no significant differences were seen. The findings of the present study brought about certain implications for theory and for practice. The teaching and learning strategies were intended for teachers and learners who teach and study or learn English, respectively, among senior high school teachers and learners in the Municipality of Ajuy and Municipality of San Miguel, DepEd – Schools Division of Iloilo..

Keywords— learning strategies, teaching strategies and English performance..

INTRODCUTION

The access to and acquisition of quality education is considered as an important factor in alleviating the conditions of the learner. It opens doors for new

experiences and provides avenues for discoveries. Further, it aids an individual to develop a clearer self-concept and discover possibilities. However, a student may reflect overflowing potentials, but without proper

guidance and motivation, everything may possibly end to waste.

According to Hondrade (2005), upon the teachers rest particularly the burden to teach and guide the students through the use of learning strategies that will expand their knowledge and skills in order to become effective learners and functional citizens.

Teachers are the most important factors in the quality of education children received (Bruns, et.al, 2005). Furthermore, as one of the key people driving the quality of the national education system, they should be motivated to improve the quality of their performance. According to Burney, et.al (2007), the level of performance of teachers relies not only on their actual skills but also on the level of motivation each person exhibits.

Dillner and Olson (1982) in Hallares (2006), emphasize the importance of motivation from the teacher. Without proper motivation from the teachers, students will be lazy and inattentive. Teachers should seek effective approaches to aid students in learning.

On the other hand, learning strategies are also in the center of the teaching-learning process. A learning strategy is a preferred way of acquiring knowledge and processing information.

Oxford (1990) defines learning strategies as the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations.

Learning language is an amazing feat especially when it is learned as a second language. Technically, learning a second language means that the language being learned as a foreign language is not spoken in the local community. It is the principal means used by human beings in a society to communicate with one another. Filipinos do communicate through the medium which is mostly perceived as the sole or dominant language - English.

It is very obvious that English will remain a major language in the Philippines. It is our window to the rest of the world and we should not lose our country's title of having citizens that are proficient in English and highly competitive in the global industry.

This study is based on two theories: (a) Ornstein's (1992) and Owens' (1995) theory in Laurista (2012) that the effectiveness of an educational system is largely

dependent on the competence of the teachers and leadership of the principals, (b) constructivist view of language learning as proven by Jerome Bruner that learning in an active process wherein these learners are able to form new ideas based on what their current knowledge is as well as their past knowledge.

An educational institution may likely to succeed in developing its clientele if the stakeholders, especially, the teachers are equipped with the proper teaching strategies that would enable them to perform better.

With the advent of RA 10533 or the Enhanced Basic Education Act of 2013, which includes the senior high school (SHS) program, with additional English related subjects of different and higher-level skills and competencies mandated by the Department of Education and based on observations and interviews conducted, further supported by teachers' journals and learners' low scores in first grading English subjects, teachers and learners have difficulty in adjusting their teaching and learning strategies to cope with the demands and pressures brought about by the change of the curriculum. Thus, the researcher finds it important to deal with the teaching and learning strategies employed by both the teachers and learners in this level as these strategies will enable them to expand their knowledge and skills, enabling them to easily cope with the demands and pressures, further helping learners in choosing best career choices in the future; thereby, making them effective members and functional citizens of the country.

METHODS

This descriptive study aimed to determine the commonly used teaching strategies and learning strategies used by senior high school teachers and learners, respectively, in the Municipality of Ajuy and Leonora S. Salapantan National High School, DepEd – Schools Division of Iloilo. It also ought to determine if there is a relationship on the teaching strategies of the teachers to the learning strategies of the learners. The study ultimately aimed at finding out whether or not, language learning strategies employed correlates with the English performance.

Respondents

The respondents of this study were all senior high school teachers who teach English subjects in the senior high school regardless of the school category, and senior high school learners in the Municipality of Ajuy and Municipality of San Miguel, DepEd – Schools Division of Iloilo. The researcher employed the Convenience

Sampling to determine the respondents from a medium category school with 440-840 number of enrolments. For those learners who belong to small school category with less than 440 enrolments, they would all be included as respondents of the study.

Data-gathering Instruments

The data gathered for the present study would be the following :(1) Inventory on Teaching Strategies, (2) Inventory on Learning Strategies, and (3) Grades in their grade 11 English courses. The mean will be utilized to measure the common language learning strategies. The Pearson Correlation Coefficients were utilized to test the relationship between teaching and learning strategies and their English Performance.

Statistical Data Analysis Procedure

The researcher followed the general instructions in the administration of the Inventories to be used. The questionnaires were administered in the month of February, SY 2017-2018. The participants were instructed to rate the different teaching and learning strategies. They were assured that their answers shall be held confidential. The researcher administered the rating scale among the respondents.

The respondents made sure that all items were answered before gathering the instruments. Further, the English Performance of the learners was based from their grade 11 English subjects. The grades were secured from the advisers thru the DepEd - Form 10 or the Student’s Permanent Record.

1. The descriptive statistics employed in the study were mean and standard deviation.
2. The mean will be utilized to measure the common language learning strategies.
3. The inferential statistics employed in the study was The Pearson Correlation Coefficients to test the relationship between teaching and learning strategies and their English Performance. All inferential statistics were set at a value of .05 alpha level.

RESULTS AND ANALYSIS

This study aimed to find out the teaching and learning strategies commonly used by SHS teachers and grade 12 learners and their English Performance. It also aimed to ascertain the relationship between teaching and learning strategies and their English performance.

Descriptive Data Analysis

The descriptive findings of the study showed the teachers and learners most commonly used teaching and learning strategies in correlates with their English performance. The obtained mean scores were used to determine the teachers’ most common teaching strategies as well as learners’ most common learning strategies and English performance. Corresponding standard deviations were used to ascertain the spread of dispersion of the score from the obtained means.

On the part of the teachers, the respondents, taken as a group regardless of the school where they belonged to correlates to teaching strategies perceived Social (Part F), as the most commonly used teaching strategy with the highest mean (M=22.533; SD=3.563); Part C, Compensation (M=21.933; SD=1.667); Part D, Metacognition (M=21.533; SD=2.748); Part B, Cognitive (M=21.133; SD=2.135); Part A, Memory (M=20.667; SD=2.225), and eventually Part E, Affective with the lowest mean score (M=20.267; SD= 2.434).

On the part of the learners, the respondents, taken as a group regardless of their track/strand and school where they belonged to correlates learning strategies commonly employed and the English performance perceived metacognition (Part D), as the most commonly used strategies with the highest mean (M=17.993; SD=3.362); Part F, Social (M=17.562; SD=3.788); Part B, Cognitive (M=16.591; SD=3.228) Part C, Compensation (M=16.355; SD=3.044); Part A, Memory (M=15.945; SD=2.816) and eventually Part E, Affective (M=15.519; SD=3.226), which indicated the least preferred strategies among the six categories. Table 1 and 2 reflect the data.

Table 1: Common Teaching Strategies Used by SHS Teachers in Teaching English

Strategies	N	Standard Deviation	Mean	Interpretation	Rank
Memory	15	2.225	20.667	Least Preferred	5
Cognitive	15	2.135	21.133	Least Preferred	4
Compensation	15	1.667	21.933	Least Preferred	2
Metacognition	15	2.748	21.533	Preferred	3
Affective	15	2.434	20.267	Preferred	6
Social	15	3.563	22.533	Preferred	1

It can be seen from Table 1, the common teaching strategies employed by the Senior High School teachers. The result of the preference on the use of teaching strategies was found to have obtained high mean with the preferred description.

Table 2: Common Learning Strategies Used by SHS Learners in Learning English as Entire Group

Strategies	N	Standard Deviation	Mean	Interpretation	Rank
Memory	420	2.816	15.945	Preferred	5
Cognitive	420	3.228	16.591	Preferred	3
Compensation	420	3.044	16.355	Preferred	4
Metacognition	420	3.362	17.993	Preferred	1
Affective	420	3.226	15.519	Preferred	6
Social	420	3.788	17.562	Most Preferred	2

It can be seen from Table 2, the common learning strategies employed by the Senior High School learners. The result of the preference on the use of teaching strategies was found to have obtained high mean with the most preferred description.

- Scale
 - 3.66-5.00
 - 2.33-3.65
 - 1.00-2.32
- Description
Most Preferred
Preferred
Least Preferred

Table 3: Common Learning Strategies Used by SHS Learners According to Track/Strand

Track/Strand	Memory	Cognitive	Compensation	Metacognition	Affective	Social
Mean	15.713	15.772	15.581	17.434	14.669	16.618
GAS						
N	136	136	136	136	136	136
Std. Dev.	2.388	3.036	2.674	3.133	2.972	3.419
Mean	16.689	17.480	17.267	18.267	15.444	16.667
HUMSS						
N	45	45	45	45	45	45
Std. Dev.	2.762	3.684	3.093	3.985	3.653	3.471
Mean	15.069	16.759	16.655	19.103	15.379	16.690
ABM						
N	29	29	29	29	29	29
Std. Dev.	2.549	2.502	2.334	3.016	2.908	3.523
Mean	16.057	16.905	16.619	18.143	16.105	18.486
TVL						
N	210	210	210	210	210	210
Std. Dev.	3.076	3.245	3.250	3.367	3.225	4.013
Mean	15.945	16.591	16.355	17.993	15.519	17.562
Total						
N	420	420	420	420	420	420
Std. Dev.	2.816	3.228	3.044	3.362	3.226	3.788

The data show that regardless of the track/strand of the learners, metacognitive strategies are the commonly used learning strategies obtaining the highest mean (M=17.993;SD=3.362) with preferred description.

- 2.33-3.65
 - 1.00-2.32
- Preferred
Least Preferred

The present finding, that is, learning strategy preferences among grade 12 learners have no significant relationship with the learners' track/strand.

- Scale
 - 3.66-5.00
- Description
Most Preferred

Table 4: Common Learning Strategies Used by SHS Learners According to School Type

School Type	Memory	Cognitive	Compensation	Metacognition	Affective	Social
Mean	15.740	16.331	16.102	17.748	15.098	16.858
Medium						
N	254	254	254	254	254	254
Std. Dev.	2.737	3.385	2.907	3.379	3.156	3.675

Small	Mean	16.259	16.988	16.741	18.368	16.163	18.638
	N	166	166	166	166	166	166
	Std. Dev.	2.913	2.938	3.213	3.311	3.235	3.714
Total	Mean	15.945	16.591	16.355	17.993	15.519	17.562
	N	420	420	420	420	420	420
	Std. Dev.	2.816	3.228	3.044	3.362	3.226	3.788

Table 4 shows that when respondents, the learners, when grouped according to school type, there is a difference in the learning strategy preference. Respondents from the medium school type commonly used Part D, Metacognition strategies obtaining the highest mean score (M=17.748; SD=3.379) with preferred description. Further, respondents from small school type commonly used Part F, Social strategies obtaining the

highest mean score (M=17.562; SD=3.788) with most preferred description.

- | | |
|-------------|-----------------|
| • Scale | Description |
| • 3.66-5.00 | Most Preferred |
| • 2.33-3.65 | Preferred |
| • 1.00-2.32 | Least Preferred |

Table 5: Frequency Distribution Table of Learners according to English Performance

English Performance	Frequency, f	Percentage, %	Interpretation
75.00 – 79.99	56	13.333	Fairly Satisfactory
80.00 – 84.99	166	39.524	Satisfactory
85.00 – 89.99	137	32.619	Very Satisfactory
90.00 – 100.00	61	14.524	Outstanding
Total	420	100.00	

Note: 75.00–79.99 Fairly Satisfactory; 80.00–84.99 Satisfactory; 85.00–89.99 Very Satisfactory; 90.00–100.00 Outstanding

Table 5 shows the frequency distribution of the respondents according to English Performance. There were 56 respondents with grades ranging from 75.00 to 79.00 interpreted as Fairly Satisfactory. There were 166 respondents with grades ranging from 80.00 to 84.99

interpreted as Satisfactory. There were 137 respondents with grades ranging from 85.00 to 89.00 interpreted as Very Satisfactory. And, there were 61 respondents with grades ranging from 90.00 to 100.00 interpreted as Outstanding.

Table 6: English Performance of Senior High School Students as Entire Group

	N	Standard Deviation	Mean	Level
Average Grade	420	4.453	84.917	Satisfactory

Note: 75.00–79.99 Fairly Satisfactory; 80.00–84.99 Satisfactory; 85.00–89.99 Very Satisfactory; 90.00–100.00 Outstanding

Based from the data, the level of English Performance of the respondents when taken as an entire group is Satisfactory, with the Mean score of 84.917.

Table 7: Common Learning Strategies Used by SHS Learners According to Level of Performance

Grade Interval	Memory	Cognitive	Compensation	Metacognition	Affective	Social
Mean	15.893	16.339	16.321	17.107	15.339	17.161
75.00 -79.99 N	56	56	56	56	56	56
Std. Dev.	2.801	3.743	3.454	3.160	3.674	4.263
Mean	15.566	16.012	15.964	17.250	15.319	16.940
80.00 -84.99 N	166	166	166	166	166	166
Std. Dev.	2.766	3.096	3.071	3.513	3.204	3.517

Mean	15.949	16.781	16.423	18.475	15.591	17.905
85.00 –89.99 N	137	137	137	137	137	137
Std. Dev.	2.774	3.004	2.817	3.111	3.098	3.692
Mean	18.456	18.708	19.085	22.264	16.759	19.890
90.00 -94.99 N	61	61	61	61	61	61
Std. Dev.	4.25	4.052	2.884	2.834	4.033	4.781
Mean	15.945	16.591	16.355	17.993	15.519	17.562
Total N	420	420	420	420	420	420
Std. Dev.	2.816	3.228	3.044	3.362	3.226	3.788

Note: 75.00–79.99 Fairly Satisfactory; 80.00–84.99 Satisfactory; 85.00–89.99 Very Satisfactory; 90.00-100.00 Outstanding

- Scale Description
- 3.66-5.00 —Most Preferred
- 2.33-3.65 Preferred
- 1.00-2.32 Least Preferred

The data show that in all levels of performance regardless of the number of students who got the same grades, metacognitive strategies are the most commonly used strategies.

The present finding, that is, language learning strategy preferences among learners do not affect their

performance hence all performance levels preferred metacognitive strategies except those with Fairly Satisfactory level. Likewise, Hondrades's (2005) study claimed that there is no significant relation between language learning strategies in the context of learning English as a second language.

Furthermore, the present findings are supported by the result of Hondrade (2005). In her study, it was obtained the metacognitive strategies is the most commonly used strategy even though, shows no relationship with its correlates.

Table 8: Relationship in the Teaching and Learning Strategies of Senior High School Teachers and Learners

	Memory	Cognitive	Compensation	Metacognition	Affective	Social
Memory				rT =.544** pT =.034		
Cognitive	r =.638** p =.000					
Compensation	r =.626** p =.000	r =.713** p =.000 rT=.686** pT =.005				
Metacognition	r =.511** p =.000	r =.646** p =.000	r =.651** p=.000 rT=.674** pT=.006			rT=-.597** pT=.019
Affective	r =.358** p =.000	r =.527** p=.000	r =.544** p=.000	r =.563** p=.000 rT=.727** pT=.002		
	r =.405** p =.000	r =.536 p=.000	r =.505** p=.000	r =.512** p=.000	r =.489** p=.000	

Social					rT=.662** p=.002	
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** . Correlation is significant at the 0.01 level (2-tailed).

Qualitative Data Analysis

Most of the respondents preferred "Metacognitive Strategies" in language learning; however, there are no significant relationships that exist between performance and language strategy preferences.

DISCUSSION

Specifically, the study addresses the following questions:

1. What are the common teaching strategies used by senior high school teachers in teaching English?
2. What are the common learning strategies used by senior high school learners when the respondents are taken as a whole and when they are classified according to track/strand and school?
3. What is the level of English Performance of senior high school learners?
4. What are the common language learning strategies used by the senior high school learners when the respondents are classified according to level of English Performance?
5. Is there a relationship in the teaching and learning strategies employed by senior high school teachers and learners?

The respondents of this study involved 15 SHS teachers who teach English subjects and 420 SHS learners currently enrolled in four SHS in the municipality of Ajuy and Leonora S. Salapantan National High School for School Year 2017-2018.

The data in this investigation were obtained from the use of self-report surveys. For the learners, the instrument was developed by Oxford’s (1990) and was adapted and modified from the standardized questionnaire utilized by Hondrade (2005), the Modified Inventory on Learning Strategies; and for the teachers, a validated Inventory on Teaching Strategies.

This data- gathering instrument was used among the grade 12 SHS teachers and learners in the Municipality of Ajuy and Municipality of San Miguel.

Statistical tools employed were means, standard deviation, and Pearson R. The significance level of the differences and relationships was set at the .05 level.

The findings of the present investigation are as follows:

1. The English Senior High School teachers in the municipality of Ajuy, DepEd – Schools Division of Iloilo used social strategies, Part F, as the most commonly used language learning strategies.
2. The Grade 12 Senior High School learners in the municipality of Ajuy, DepEd – Schools Division of Iloilo and Leonora S. Salapantan National High School, used Metacognition strategies as the most commonly used learning strategies when taken as a group. When grouped according to track/strand, no significant difference exists between learning strategies among respondents and their track/strand. When grouped according to School type, there were no significant differences seen in other categories of the most commonly used language learning strategies except for Part D and Part F, which are the Metacognition and Social category respectively.
3. The results also show that the level of English Performance of grade 12 SHS learners is Satisfactory with the mean score of 84.917.
4. When grouped according to English Performance, there were no significant differences seen in other categories of the most commonly used language learning strategies except for Part D and Part F, which are the Metacognition and Social category respectively.
5. The investigation revealed that there is a very low relationship that exists between the variables of the study. Learning strategies employed, affect the performance of the respondents but show very low correlation relationships.

Generally, on the teachers, three of the six categories (Metacognition, Affective and Social) in the Modified Inventory on Teaching Strategies were found to be preferred by the respondents, and the other three (Memory, Cognitive and Compensation) were considered least preferred teaching strategies.

On the learners, five of the six categories in the Modified Inventory on Learning Strategies were found to be preferred by the respondents, although one category, social strategy was considered most preferred learning strategies.

CONCLUSION

Researchers also identified that the common preference of respondents in language learning does not affect their performance.

The respondents considered the fact that English is a better tool for learning. They can learn easily using the English language as the medium of delivery of instruction. Since English is used as a medium of instruction in the school. They may have absorbed the language and were able to use appropriate competencies to their fullest outmost.

Thus, language competencies of learners could be improved through the innovation of the new strategies. As English students, making them aware that the constant practice of language facilities could somehow assist them to perform better in English. Choosing appropriate strategies in learning would allow them to attain maximum competencies in areas of learning as well in their performance.

The findings show that social strategies were the commonly employed teaching strategy by the SHS teachers.

Moreover, as shown by the findings, metacognitive strategy obtained the highest mean in terms of the most commonly used learning strategies among grade 12 SHS learners. As to English performance the same results were obtained. These might due to the fact that these strategy work best for them and identified these as a better access in the learning development.

Further, Apparently, the findings, show that the preference of learning strategies indicated no significant difference in their English performance, even though one of the four levels of performance identified social strategy as the most commonly used learning strategy and three of the four levels of performance identified metacognitive strategy to have obtained the highest mean as is labeled as preferred strategy.

As predicted, the results of this study showed higher levels of preference of learning strategies used among grade 12 SHS learners with metacognitive strategy as the most dominant. While on the teachers' part, results showed that social strategy is the commonly used teaching strategy/ In addition, the results of the findings indicated that regardless of the track/strand and English performance, no significant differences were seen.

The findings of the present study brought about certain implications for theory and for practice. The teaching and learning strategies were intended for teachers and learners who teacher and study or learn English, respectively, among senior high school teachers and learners in the Municipality of Ajuy and Municipality of San Miguel, DepEd – Schools Division of Iloilo.

For theory, the results indicated social strategies as the most commonly used teaching strategies used by SHS teachers while metacognitive strategies were the most commonly used learning strategies among grade 12 learners in the Municipality of Ajuy and Municipality of San Miguel, DepEd – Schools Division of Iloilo.

The findings purport to evaluate the preference of teachers and learners among different strategies in teaching and learning, respectively, so that they are made to be aware of the strategies that best work for them. Strategies in teaching and learning serve as a tool to better facilitate learning and to help them cope with the demands of a competitive world where English language plays a very vital role. This reinforces the study to claim that English language is vital to all learners since it provides them with a tool necessary for their academic life. Furthermore, the demand of learning on the part of the learners is high for after senior high school, they will proceed to higher level education which will require higher level skills and competencies. Further, the use of appropriate teaching strategies on the part of the teachers is very important for this will aid address the specific needs of the learner.

Dequilla, (1999) stresses that Chomsky's theory of competence is equivalent to a theory of grammar and is concerned with linguist rules that can generate and describe the grammatical aspect of language. Moreover, language itself in its structures, and therefore must be carefully studied to understand its underlying concepts.

Hutchenson and Waters (1987, in Padilla, 2005) emphasized that learners are good sources of information because they are best judges of their own needs and wants and they know what learning tools are most essential to them.

The findings which reflected that Metacognitive Strategies as the most commonly used in language learning strategies among learners seemed to support the contentions of most language teachers which is that students should made aware of the tools or strategies that would cater to their needs. Furthermore, the findings also indicated that the facility of the English language was very apparent among the learners and teachers should be aware to help the learners develop other learning strategies such as, Cognitive, Affective, Social, Memory and Compensation strategies according to their Academic needs an to meet the current demands in learning.

For practice, English is very essential tool in learning for most Filipinos. It served as a medium of instruction as

we know that it is international language used to communicate within our country and in other nations. To learn the language well can be rewarding. It serves as a very essential tool for education, international trade, and public transactions for proficiency in English can gain access to progress, to gain good relationships among society and to explore the world of works in a global competitive world. In as much as the findings revealed that one's awareness of the commonly used strategies will determine his success in the learning of English. Strategies could aid to develop English facility to its maximum heights. Velasco (1992, in Hondrade, 2005) equally emphasize that without such attitude, one's awareness of his learning strategies, the transfer of learning a language can be very slow.

RECOMMENDATIONS

The findings laid the bases of the following recommendations with the hope that teaching and learning strategies can be areas of concern in pursuing academic endeavors. The results of the present investigation should be furnished to the school, specifically to the English teachers, in order to oversee and evaluate the relevance of the study to the program to meet the demands of the learners.

Since students have different backgrounds, it is strongly recommended that English teachers initially consider the assessment of students' English language needs to find out the best learning strategies that could best cater their needs and develop them as good learners. Learner should have plenty of opportunities to identify their best learning strategies during English classes and activities that would cater their specific needs. Learning strategies employed by them should be equipped with activities and exercises that could enhance their strategies. Much effort should be done especially in a language class to help the learner facilitate linguistic skills under an innovative teacher who can blend time-tested strategies and approaches with the current ones with skill and confidence. In this connection, it is suggested the language teachers create relevant activities, games, and indispensable classroom scenarios and employ them rightly with regard to appropriate lesson to give life and meaning in language learning. It is further recommended that researchers who may wish to study the same or similar line of inquiry should consider teaching and learning strategies to include all possible teaching and learning strategies based on learning styles, current strategy use, needs and demands in learning, and specific goals in life. It is likewise recommended that a replication of this study with other possible variables may be further conducted to confirm the result of the present findings.

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