



Learner Autonomy, Language Learning Strategies and English Language Proficiency of Filipino Senior High School Students

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Abstract

This study assessed students' knowledge by looking at their learner autonomy in English language learning, the extent of language learning strategies and their English language proficiency. A descriptive method of research was used in this study. The respondents of this study were senior high school students of Magsaysay District during the second semester of the Academic Year 2022-2023. They were selected through a proportional random sampling technique. Several instruments were used by the researcher including the survey questionnaires about learner autonomy in English language learning, the extent of language learning strategies as well as the students' English language proficiency. It was found that the senior high school students of Magsaysay District have a high level of learner autonomy in English language learning in terms of cognitive, affective motivational, action-oriented and social while moderate in terms of metacognitive. Senior high school students of Magsaysay District have a high level of language learning strategies in terms of compensation, social, metacognitive, cognitive, memory and affective. They have an average level of English language proficiency in terms of grammar, vocabulary and reading comprehension. Findings also showed that there is a significant relationship between learner autonomy in English language learning and language learning strategies, between language learning strategies and English language proficiency. However, learner autonomy in English language learning does not affect English language proficiency. Furthermore, results indicate that cognitive best predicts learning language strategy, as well as English language proficiency and cognitive strategy best predicts English language proficiency. In conclusion, the higher the learner autonomy in English language learning, the higher the extent of language learning strategies and the higher the extent of language learning strategies, the higher the English language proficiency.

1. INTRODUCTION

The Philippines is recognized globally as one of the largest English-speaking nations with the majority of its population having at least some degree of fluency in the language. It has always been one of the official languages of the Philippines and is spoken by more than 14 million Filipinos. It is the language of commerce and law, as well as the primary medium of instruction in education (Cabigon, 2015). English language learning helps students use the language effectively for real-life purposes. Students need to use it to become functional in professional, academic, and social settings.

However, English proficiency is said to be declining in the Philippines. A recent language test result showed that the country is no longer the top English-speaking country in Asia. This brought up an alarming impact towards job-providing industries in and out of the country and is currently driving the Department of Education to intensify the effort to provide an educational system that will improve student's mastery of English (Suelto, 2022). Cognizant of the current situation, students are encouraged to work on various activities that are interesting and challenging to maintain focus and attention, thereby encouraging independent study (Nardo, 2017). Autonomy in learning should be developed progressively by the learners themselves who extend their autonomy by relying on what they already are capable of doing (Humphreys, G., & Wyatt, 2014). Learner autonomy is when students take control and responsibility for their learning, both in terms of what they learn and how they learn it. It takes, as its starting point, the idea that students are capable of self-direction and can develop an independent and proactive approach to their studies (Hardy-Gould, 2013). The autonomy of the student is broadly perceived as a required instructional objective in English as a foreign language community. Learning autonomy is considered a determining factor encouraging the learners to develop and reach their potential (Humphreys & Wyatt, 2014). Autonomous learners can establish their own decisions in determining learning objectives, defining learning contents and progressions, choosing learning methods and techniques, monitoring acquisition procedures, and evaluating learning results (Lengkanawati, 2017).

To the extent of learners' capacity to learn a language, a certain set of abilities should be required to yield linguistic outputs more effectively and efficiently. Language learning has been mainly associated with abilities and strategies in using a language effectively (Daflizar et al., 2021). Learning strategies are collections of approaches that people employ to take charge of their learning. Since their goal is to promote learning among their pupils and make their thought processes visible, one of the instructors' roles today is to improve tactics in second or foreign-language classrooms (Montao-Gonzalez, 2017). Every process needs to be altered using some approach to attain learning. Important considerations include the "what" and "how" of the learning process (Hardan, 2013). Although actions, behaviours, attacks, tactics, and procedures are included in the definitions of learning strategies, it is still not apparent whether these techniques are employed consciously or unconsciously. In other words, it's unclear whether L2 learners use the tactics on purpose (Szyszka, 2017). The desire to comprehend the qualities of good language learners—those who are expected to take deliberate measures to enhance and regulate their language learning—is what primarily drives interest in both language learning strategies and learner autonomy (Oxford et al., 2014).

Learner autonomy and language learning strategies can make a huge impact on the English language proficiency of Filipino students. Proficiency means the full command of language skills, including proficiency in grammar usage, vocabulary, and vocabulary awareness. It is the primary focus of one's ability to understand and communicate precisely in the language. It is best practised through reading and writing (Rao, 2016). The country's proficiency in the English language is one of the strengths that has helped drive the economy and even made the Philippines the top voice outsourcing destination in the world, surpassing India in 2012 (Manuel, 2022). The influx of foreign learners of English is also on the rise due to the relatively more affordable but quality English as a Second Language (ESL) programs being offered locally (Cabigon, 2015).

1.1. Background of the Study

The COVID-19 epidemic predominantly affected education from prior years, remote learning has become a popular way to make up for the time missed in continuing education

services (Amiruddin & Jannah, 2021). Additionally, initiatives and projects run by schools alone are insufficient to encourage Filipino kids' acquisition of English language competency (Suelto, 2022). According to Philstar.com (2020), the English proficiency of the Filipino population fell seven positions on a global proficiency measure in comparison to previous years. Due to the pandemic, there was a fast move to online, remote, or distance learning, which is what caused it.

This research aimed to shed light on the difficulties in teaching English for the students to be proficient at the basic education level. The case is essential because identifying the probable positive connection of the above-mentioned variable is necessary to provide a suitable solution and prevent the wastage of effort, time, and finances of the government. The possible results of the study may be useful to students, teachers, administrators, parents, as well as to the present and future researchers. Issues in teaching the English language at the basic education level will be tackled to provide awareness to tertiary teachers and higher administrators of the current situation of education in the Philippines.

1.2.Statement of the Problem

Generally, this paper investigated the relationships between and among the learner autonomy in English language learning, language learning strategies, and English language proficiency of the senior high school students in the Magsaysay District of Occidental Mindoro. More specifically, this study sought to answer the following:

1. What is the level of learner autonomy in English language learning of the senior high school students in terms of:
 - a. cognitive;
 - b. metacognitive;
 - c. affective motivational;
 - d. action-oriented; and
 - e. social?

2. What is the extent of language learning strategies of the senior high school students in terms of:
 - a. compensation;
 - b. social;
 - c. metacognitive;
 - d. cognitive;
 - e. memory; and
 - f. effective?

3. What is the level of English language proficiency of senior high school students in terms of:
 - a. grammar usage;
 - b. vocabulary; and,
 - c. reading comprehension?

4. Are there relationships between and among the learner autonomy in English language learning, the extent of language learning strategies, and the level of English language proficiency of the senior high school students?

5. Which among the indicators of learner autonomy in English language learning significantly predict the extent of language learning strategies of senior high school students?

6. Which indicators of learner autonomy in English language learning best predict the level of English language proficiency of senior high school students?

7. Which among the indicators of language learning strategies significantly influence the level of English language proficiency of senior high school students?

1.3.Objective of the Study

Generally, this study has the following specific objectives:

1. Describe the senior high school students' autonomy in English language learning in

terms of:

- a. cognitive;
- b. metacognitive;
- c. affective motivational;
- d. action-oriented; and
- e. social?

2. What is the extent of language learning strategies of the senior high school students in terms of:

- a. compensation;
- b. social;
- c. metacognitive;
- d. cognitive;
- e. memory; and
- f. affective?

3. What is the level of English language proficiency of senior high school students in

terms of:

- a. grammar usage;
- b. vocabulary; and,
- c. reading comprehension?

4. Inter-correlate learner autonomy in English language learning, the extent of the use of language learning strategies, and the level of English language proficiency.

5. Identify which among the indicators of learner autonomy in English language learning could predict the extent of language learning strategies of senior high school students.

6. Determine which indicators of learner autonomy in English language learning best predict the level of English language proficiency of the senior high school students.

7. Determine which among the indicators of language learning strategies

significantly influence the level of English language proficiency of senior high school students.

1.4. Statement of Hypothesis

In line with the problems of the study, the researcher came up with the following null hypotheses:

1. There is no significant relationship between and among the learner autonomy in English language learning, the extent of language learning strategies, and the level of English language proficiency of the senior high school students.
2. None of the indicators of learner autonomy in English language learning significantly predict the extent of language learning strategies of the senior high school students.
3. None of the indicators of learner autonomy in English language learning best predict the level of English language proficiency of the senior high school students.
4. No indicators of language learning strategies significantly predict the level of English language proficiency of the senior high school students.

1.5. Scope and Limitations of the Study

The results of this study may bear significance to the following:

Students. The results of this study may provide insights on the learner autonomy and learning strategies of the students, and their correlation to English proficiency. The students may develop skills to enhance learning autonomy and use a variety of learning strategies for them to become more proficient in the English language and become competitive in today's world.

Teachers. The results of this study may be valuable for teachers in making interventions that would enhance student proficiency in the English language. This research would provide them with substantial knowledge in developing or using different teaching activities and strategies that may enhance the student learning autonomy, as well as those that allow them to use different strategies in learning English. With such interventions, English proficiency among students might be improved.

Administrators. The study may provide awareness of the level of English language proficiency among learners affiliated with their district. The respective administrators may use the results, findings, and conclusion of the study as a cornerstone in implementing effective approaches which may emphasize learner autonomy and language learning strategies in improving the English language proficiency of their students.

Parents. The results may support parents to become mindful of the proficiency of their learners in the English language. Insight may help them formulate advantageous measures to strengthen their children's autonomy and strategies in English language learning, as well as guide them to be a better version of themselves in the community.

Other Researchers. This research study may provide substantial information and ideas that may be used by other researchers to substantiate their findings. The research outcome may serve as a useful reference for the researchers who may plan to make any

related study about learner autonomy in English language learning, language learning strategies and English language proficiency. Likewise, this study may be considered as one of the bases of a new theory in learning.

1.6.Scope and Limitations of the Study

This study exclusively investigated three specific variables: learner autonomy in English language learning, language learning strategies, and English language proficiency among 150 SHS students in the Magsaysay District, enrolled during the Second Semester of the Academic Year 2022-2023. The study's outcomes are deemed reliable within the context of Grade 12 students from the Magsaysay District and the instruments employed.

Moreover, the study's findings were specifically applicable to the selected students enrolled in various secondary schools within the Magsaysay District. The objective was to enhance the language skills of the respondents, which were identified as insufficient for addressing other educational challenges associated with the teaching-learning process.

Review of Related Literature

This chapter presents a review of related literature and studies about learner autonomy in English language learning, language learning strategies, and English language proficiency.

Learner Autonomy in English Language Learning

In cultures where English is a second language (EFL), the autonomy of the learner is frequently viewed as an essential educational goal. Autonomous learning is thought to be a key motivator for students to develop and reach their full potential. Similar to this, many educators and teachers have long been drawn to independent reading. A range of pedagogical approaches and learning philosophies are offered in order to further explain the development of EFL autonomous reading and eliminate any remaining obstacles. (Borg et al., 2012). Learner autonomy refers to a stage at which students are normally expected to choose the necessary study methods and tools on their own; use the language as often as they need to; and speak and write in the target language once they are fully prepared. By extending it based on what these students are already capable of accomplishing, the learners themselves should steadily increase learner autonomy. (Humphreys & Wyatt, 2014). Learning theory was incorporated with independence to create the idea of learning autonomy. Learner autonomy can only be achieved through social interactions with classmates and teachers. Additionally, it considers learner autonomy to be essential.

Cognitive

Gholami et al. (2012) stated that cognition is a collection of ongoing mental processes that independent readers utilize to solve the reading tasks given to them in order to better understand. Cognitive reading techniques include predicting, summarizing, translating, inferring meaning from context, and using grammatical rules to encourage students to read independently. Cognitive methods that students utilize to comprehend and

produce the language, such as reading books in English for enjoyment and watching English television, are examples of learner autonomy. (Daflizar, 2021).

From another angle, the brain's chemical and electrical signals are what enable one to understand his/her surroundings and acquire information. In order to develop a mass of signals that are eventually translated into conscious and unconscious ideas, neurons release substances that cause electrical signals in neighbouring neurons. Examples of cognition include the conscious interpretation of your five senses, procedural knowledge, and emotional responses. (Indeed Editorial Team, 2023).

Metacognitive

The process of thinking about one's own thinking is known as metacognition. It is more particularly related to the processes used to arrange, monitor, and assess a person's performance and knowledge. Metacognition includes a critical understanding of one's own thinking and learning as a thinker and learner. Metacognitive strategies are the tactics used to coordinate the learning process. Making a timetable for English study and usage, looking for people to speak in English, and keeping a journal of one's language learning progress are a few examples of these strategies (Daflizar, 2021).

Metacognition demonstrates that the most successful learners are typically those who actively seek to comprehend what they are doing as they learn. Strategic learners who possess metacognitive knowledge are conscious of their own thought patterns and learning preferences. They also have a firm grasp of the task's criteria and are able to coordinate a number of strategies to best meet both those requirements and their own learning preferences (Rahimi & Katal, 2012).

Affective Motivational

Students' learning behaviour also depends on affective and motivational factors (Murayama et al., 2013). The affective-motivational components of behaviour encompass both emotions and motivations related to specific situations or areas of interest. Therefore, the value connected to or attributed to a subject or task, the experienced delight, or both may serve as the intrinsic drive to execute this work or engage in this scenario. According to prior research, pleasure eventually reinforces students' intrinsic motivation, yet it is considered an emotion and as such also a strong indicator of students' sustainable effort and persistence in learning (Lockl et al., 2021). Students' affective and motivational preconditions may have been even more crucial during the school closures brought on by the COVID-19 pandemic. By organizing lessons, such as through instruction, individual assignments, or group work, teachers help students learn in school (Lockl et al., 2021).

Action Oriented

Action-oriented is often established through processes that draw on the Common European Framework of Reference for Language (CEFR) descriptors and entail communicative acts of receipt, production, engagement, and the mediation of concepts and/or communication. Professors provide language input, resources, and guidance as needed to the class, group, or individual; students decide how to finish the assignment or project. It is underlined that the contents, issues, and behaviours are independent and real. Students are allowed to work in multiple languages and use multilingual materials. The use of selected descriptors for self-evaluation of results is fairly popular based on the Council of Europe (2022).

According to Wang et al. (2020), the action-oriented approach contends that learning a foreign language entails becoming ready to actively utilize it for conversation and that learning will occur through fulfilling activities. The term "action" refers to the

inclination of one or more behaviour subjects to use their capacity to become skilled to further a certain goal. A "mission" or "action" is the term used to describe it. The opening and creativity phases are also involved in the act of completing an action. Language learners and speakers improve their overall proficiency, especially their communication skills.

Social

In terms of social, learner autonomy in English language acquisition refers to patterns of social engagement. This creates social links and the means through which people and groups interact. Social interaction can take many different forms, including cooperation, conflict, competition, and accommodation among others (Priya et al., 2020). It enables individuals to connect with preferred social partners and avoid undesirable others (Wallace et al., 2021).

Furthermore, Dewey and Vygotsky's work is where the idea of social learning first emerged. The zone of proximal development (ZPD) is one of Vygotsky's most well-known concepts, which proposes that rather than assessing a student's progress retrospectively, one should characterize it proactively with an emphasis on their maturation. The idea that what students can do with the assistance of others is more indicative of a student's development than what they can do on their own can be combined with the concept of the ZPD to support learning environments that prioritize social interaction and knowledge sharing. (Stetsenko, 2016).

Language Learning Strategies

In recent decades, there has been a considerable research focus on foreign language learning, particularly on the role of language learning strategies (Oxford, 2016). Studies have consistently shown that employing these strategies can enhance students' learning outcomes both in the classroom and in their long-term language proficiency after graduation (Wong & Nunan, 2011). These strategies are known to significantly influence language use and play a vital role in predicting language performance (Platsidou & Kantaridou, 2014). At the University of Tennessee at Chattanooga's Department of Foreign Languages and Literatures, there is ongoing investigation into the utility of an assessment tool for examining students' learning characteristics. This initiative is a response to the need to scrutinize data and ascertain whether learners' strategies adequately reflect crucial aspects of the learning process.

Compensation

Taheri and Davoudi (2016) noted that communication and compensation strategies are synonymous, serving to convey intended meaning when linguistic structures for translation are lacking. These techniques are essential for enhancing translation abilities in English as a Foreign Language (EFL) contexts. Ragab et al. (2021) and Pasumbu and Macora (2020) highlighted the motivational benefits of compensation strategies, crucial for effective communication skill development despite knowledge gaps. Msuya (2016) described compensation strategies as a varied set including guessing, using synonyms, gestures, and pause words to offset missing information, particularly in oral interactions.

Social

Social strategies contribute significantly to language proficiency by fostering deeper cultural awareness and facilitating language use. Emotions, attitudes, and motivation are integral factors influencing language learning success (Zakaria et al.,

2019). Hardan (2013) underscores the effectiveness of social strategies, particularly peer dialogue, in language acquisition. Engaging with peers of similar proficiency levels can enhance speaking skills, especially for learners facing communication challenges in non-native languages. Mandasari and Oktaviani (2018) emphasize collaborative language learning, enabling students to communicate freely without grammar constraints, thereby enhancing conversational dominance. Additionally, Rusdin (2018) highlights the 4Cs of 21st-century learning, emphasizing the importance of cooperation and communication alongside creativity and critical thinking. Providing opportunities for students to speak and practice English can enhance not only speaking skills but also overall language proficiency, including listening, reading, and writing abilities.

Metacognitive

Metacognitive strategies involve overseeing, directing, and regulating the learning process by engaging in activities such as planning, monitoring, evaluating, and adjusting learning approaches (Global Metacognition, 2021). These strategies promote greater autonomy in language learning classrooms, empowering students with knowledge of diverse learning strategies for effective learning.

Furthermore, according to Oxford, the choice of language learning methods and styles significantly influences learners' proficiency in a second or foreign language. Hence, enhancing language learning requires students to reflect on their learning methods and make necessary adjustments for more efficient learning. Intentionally chosen language learning strategies enable active, conscious, and purposeful self-regulated learning (The Global Metacognition Institute, 2021).

Cognitive

Cognitive strategies, essential for students with learning difficulties, involve mental processes to solve tasks (The University of Kansas, 2023). In reading comprehension, strategies like self-questioning aid understanding, requiring students to combine information from texts (Beale, 2020). Learners utilize cognitive methods for accessing language materials, including practicing, reasoning, and evaluating (Najjib, 2012).

Memory

Memory strategies involve mental processes for storing and retrieving information, crucial for vocabulary acquisition (Cherry, 2022). Introducing memory techniques early in language learning enhances long-term retention of vocabulary (Sozler, 2012). Research indicates the effectiveness of memory strategy training in vocabulary acquisition (Sozler, 2012). Such strategies facilitate word connections in second or foreign language learning, promoting vocabulary expansion (Najjib, 2012).

Affective

The affective strategy, an indirect approach to language acquisition, is effective for motivating students to learn a second language (Mandasari & Oktaviani, 2018). It fosters a supportive environment where students can express feelings and overcome challenges (Lavasani & Faryadres, 2011). Zakaria et al. (2019) emphasize its role in aligning classroom learning with individual strengths, facilitating language mastery and speaking skills development. Emotional needs are addressed through techniques like mood assessment and self-rewarding (Najjib, 2012). Affective strategies, crucial for learners, promote motivation, positive attitudes, and supportive emotions (Oxford, 2011). Particularly beneficial for those lacking support, these strategies mitigate issues like

anxiety, depression, and cultural shock (Oxford, 2011). They involve emotional control, such as self-praise and emotion journaling (Daflizar, 2021).

English Language Proficiency

English proficiency is vital for international students studying in English-medium institutions, particularly for non-native English speakers (Martirosyan et al., 2015). It is a cornerstone of modern civilization, facilitating global commerce, scientific advancements, and international influence (Raymunde et al., 2017). In the Philippines, English is an official language and the primary medium of instruction, business, science, technology, and government (Cabigon, 2015). Despite the country's historical proficiency, there has been a decline over the years, as evidenced by rankings like the English First English Proficiency Index (Rappler, 2020). While the Philippines improved to 18th place in 2021, there is still ground to cover compared to its position in 2016 (Rappler, 2020).

Grammar Usage

Grammar organizes sentences and facilitates effective language use (Hayati, 2016). It serves as a tool for expressing emotions through language's structural form (Melon et al., 2017). Each language has its unique grammar system, which enables native speakers to communicate effectively. English grammar, known to natural English speakers, aids in understanding word meanings and constructing coherent sentences. Linguistically, "usage" refers to how native speakers employ a language, encompassing word and phrase meanings. Grammar deals with word combination, sentence formation, and word functionality (Thanh, 2015).

Vocabulary

Language relies on vocabulary, as it constitutes the foundation for communication and understanding the world (Asyiah, 2017). Vocabulary is integral to language proficiency, encompassing speaking, listening, reading, and writing skills (Isnaini & Aminatum, 2021). Learners' ability to expand their vocabulary is crucial for fully utilizing language opportunities. Contrary to common belief, vocabulary extends beyond individual words to include synonyms and related terms.

Reading Comprehension

Comprehension is the process of deriving meaning from words, phrases, and texts, often involving inference and prior knowledge (Novianto, 2012). Reading comprehension, described as the simultaneous acquisition and interpretation of written language (Henderson et al., 2014), is a vital skill. It encompasses various abilities, including word comprehension, understanding the author's perspective, and acquiring new vocabulary (Novianto, 2012). Word decoding and listening comprehension are essential components that, when integrated, contribute to successful reading (Chen et al., 2020). Decker et al. (2013) underscore the importance of students comprehending what they read, emphasizing the need to move beyond mere word decoding. Almutairi (2018) adds that effective reading comprehension involves integrating prior knowledge, understanding the text's purpose, and considering the language used by the author.

Theoretical Framework

Chomsky's Language Acquisition Device (LAD) theory posits that children are

born with an innate ability to acquire language, guided by universal grammar principles (Armstead, 2022). This theory suggests that children cannot learn language solely through imitation due to the fragmented and ungrammatical nature of adult speech (Stanborough, 2019). The LAD reflects the belief that language acquisition is universal and constrained by innate knowledge of language structures (Study Smarter, 2020).

To enhance English proficiency, students should engage in constant exposure to the language through various means such as watching English-language media, browsing the internet, and practicing with native speakers (Al-Zoubi, 2019). Additionally, the Autonomous Learner Model (ALM), developed by Betts and Kercher, aims to empower students by transferring control over learning from teachers to students, fostering independence and a range of essential skills (Betts & Kercher, 2023).

Furthermore, students can supplement classroom learning by autonomously studying English through available resources like books, magazines, journals, and the internet, thereby improving their language skills (Kirsch et al., 2021).

Conceptual Framework

The conceptual framework that underpinned this study was created as shown using the aforementioned theories, concepts, and findings of linked literature and studies. This resulted in the paradigm as shown in Figure 1. As shown, the learner autonomy in English language learning having cognitive, metacognitive, affective motivational, action-oriented and social indicators are expected to significantly correlate with the extent of their language learning strategies which will be measured using the factors namely: compensation strategies, social strategies, metacognitive strategies, cognitive strategies, memory strategies, and affective strategies.

The same is also expected to significantly influence the students' level of English language proficiency which will be measured using the factors namely, grammar usage, vocabulary, and reading comprehension. Finally, the extent of students' language learning strategies is expected to have a relationship with the students' level of English language proficiency. It has been postulated that students with more frequent language learning strategies have better chances to become more proficient language learners. It has been noted that more proficient students use a greater variety of techniques and choose their learning strategies based on the learning demands (Habok et al., 2018).

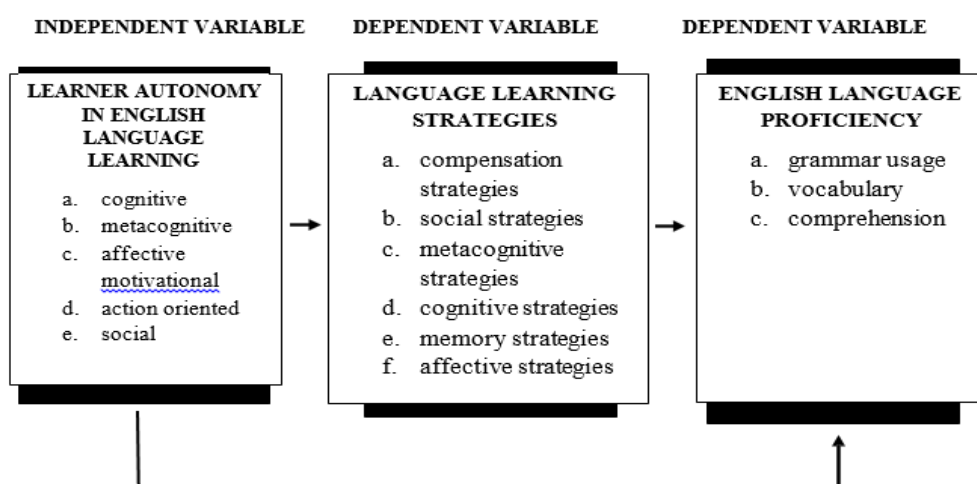


Figure 1. The research paradigm.

As shown in the research paradigm, this study posited that there is a significant relationship between and among learner autonomy in English language learning, language learning strategies, and English language proficiency (Daflizar et al., 2022).

Operational Definition of Terms

The terms used in this study are defined operationally to facilitate understanding of the current study. Although they may be used differently in other contexts, the definition of these terms shall only include those mentioned in this section.

Learner Autonomy in English Language Learning. An ability to manage one's learning independently or in cooperation with others. Autonomous learners assume greater responsibility for their learning, making them potentially more effective than those who depend solely on the teacher. This was measured and interpreted using the scale below:

- 1.00 - 2.49 – Low
- 2.50 - 3.49 – Moderate
- 3.50 - 5.00 – High

The level of learner autonomy in English language learning of the Grade 12 students was measured using the following factors:

Cognitive. This pertains to the conscious understanding and application of the English language by students to enhance their language skills. It involves comprehending information, evaluating concepts, and regulating learning processes.

Metacognitive. This involves overseeing and regulating the learning process. Learners monitor their progress, adjust their strategies based on their development, and assess their understanding of objectives. It encompasses planning, monitoring, evaluating, and regulating language performance.

Affective Motivational. This encompasses emotions related to specific situations and motivation related to tasks or subjects. Learners exhibit confidence, emotional stability, and the ability to manage emotional challenges such as shyness and anxiety during English language learning.

Action-Oriented. This involves taking practical steps to address problems within a given context. Learners choose methods to apply, identify effective techniques, and address challenges encountered in learning English.

Social. This refers to learning through observation of others' behaviors. Learners engage in collaborative learning experiences, participate actively in class, study with peers, and exchange ideas with colleagues. It involves social interaction for mutual learning and benefits broader social-ecological systems.

Language Learning Strategies. They encompass deliberate, purposeful actions carried out to accomplish specific tasks, and their application depends on the task at hand. They are frequently utilized to memorize, process, store, retrieve, and apply new

information in real-world scenarios. They involve conscious, selected behaviours performed to achieve a particular task, and the application of them depends on the task being resolved. This variable was measured and interpreted considering the following scale:

- 1.00 - 2.49 – Low
- 2.50 - 3.49 – Moderate
- 3.50 - 5.00 – High

The level of learner autonomy in English language learning of the Grade 12 students was measured using the following factors:

Compensation. It enables learners to use the target language for production or comprehension despite knowledge limitations. This involves relying on contextual cues or non-verbal communication, like gestures, to convey meaning.

Social. It involves engaging in class activities that facilitate peer interaction, such as asking questions, cooperating, and empathizing with others. This fosters collaborative learning and problem-solving.

Metacognitive. It entails critical reflection and evaluation of one's thinking processes, leading to adjustments in learning approaches and chosen strategies. This includes planning, monitoring, assessing, and controlling language performance.

Cognitive. It employs by learners to enhance their learning effectiveness. They include repetition, organization of new language, summarization, contextual guessing, and imagery for memorization, all aimed at improving language proficiency.

Memory. It involves mental processes for storing and retrieving new information when needed. This includes creating mental associations, using imagery and sounds, regular review, and applying action in language activities to enhance comprehension.

Affective. It addresses emotions, attitudes, motivation, and values, influencing learners and language learning outcomes. These strategies aim to reduce anxiety, foster encouragement, and regulate emotional responses to learning challenges.

English Language Proficiency. It refers to the competence of students in using the English language to make and communicate meaning in spoken and written contexts while completing their program of study. This variable was measured and interpreted considering the following scale:

- 1.00 - 3.33 – Low
- 3.34 - 3.66 – Average
- 5.67 - 8.00 – High

Grammar Usage. It deals with the way that words are put together to form sentences, which both spoken and written languages share. Word order, subject-verb agreement, tenses, and other elements fall under this indicator.

Vocabulary. It refers to the stock of English words used by or known to a

particular people or group of persons.

Reading Comprehension. It is the ability to read text, process it, and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

Methodology

This chapter presents the research design, time and place of the study, respondents and sampling technique, research instruments, data gathering procedure, and the data analysis used in the study

Research Design

A descriptive research design was used in this study. It is descriptive because it particularly improves the learner's autonomy in English language learning and their language learning strategies in relation to their English language proficiency. The correlational approach was used in finding significant associations between and among the learner autonomy in English language learning, language learning strategies, and their English language proficiency. Moreover, it is a predictive approach in nature because it determines the indicators of learner autonomy in English language learning and language learning strategies that best predict learners' English language proficiency.

Time and Place of the Study

This study was conducted in various secondary schools of Magsaysay District of Occidental Mindoro namely: Magsaysay National High School at Brgy. Poblacion, Paclolo; National High School at Brgy. Paclolo, Purnaga National High School at Brgy. Purnaga; and Sta. Teresa National High School at Brgy. Sta. Teresa, during the Second Semester, A.Y. 2022-2023.

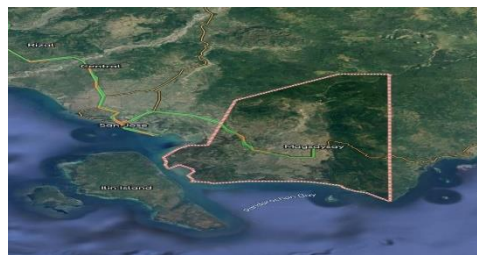


Figure 2. Map of the research site (<https://g.co/khs/s43mXk>).

Respondents and Sampling Technique

The respondents of this study were the 150 Grade 12 senior high school students of Magsaysay District during the Second Semester of the Academic Year 2022-2023. They were selected through a proportional random sampling technique. The schools included in the study were Magsaysay National High School (MNHS), Paclolo National High School

(PNHS), Purnaga National High School (PNHS), and Sta. Teresa National High School (STNHS).

Research Instrument

Firstly, in order to measure the students' level of learner autonomy in English language learning, the researcher used a questionnaire developed by Shirzad and Ebadi (2020) titled "Developing a Learner Autonomy Questionnaire in English as a Foreign Language Reading Comprehension." This variable has five main themes that emerged entitled as follows namely: cognitive, metacognitive, action-oriented, affective and social. The said questionnaire has 30 items which are presented in randomized order.

Secondly, to measure the extent of using language learning strategies: compensation strategies; social strategies; metacognitive strategies; cognitive strategies; memory strategies; and affective strategies, the researcher adapted a questionnaire developed by Oxford (1990) titled "The Strategy Inventory for Language Learning."

Lastly, in order to measure the respondents' English language proficiency, the questionnaire from a researcher-made test based on the Department of Education's Most Essential Learning Competencies (MELCs) was used. This included three parts namely: grammar usage, vocabulary and comprehension. Furthermore, it was validated by English experts, specifically, a Head Teacher, Master Teacher, and Teacher III in the English Department of the Department of Education, Division of Occidental Mindoro.

Data Gathering Procedure

Research instruments were administered to the respondents using a face-to-face modality. In this regard, the researcher coordinated with the Office of the District Supervisor, Office of the Principals, Senior High School Coordinators, and teachers in scheduling the survey with the students.

Moreover, the researcher administered questionnaires regarding learner autonomy in English language learning and language learning strategies in the designated schedule. On the other hand, the researcher distributed to the respondents the questionnaires with regard to the learners' English language proficiency, which they answered during the given test in their available time.

Data gathering was based on the availability of the respondents. The researcher went personally to the learners' class to explain the details of the study. He humbly asked permission from each respondent to conform to the voluntary solicitation of data from them. Lastly, the standard administration procedure was observed by the researcher.

Data Analysis and Interpretation

Several statistical tools were used to measure and interpret the data and to answer the problems posted in the first chapter of this study. To determine the level of learner autonomy in English language learning and the extent of use of language learning strategies in the senior high school, the mean was used. On the other hand, frequency, mean, and percentage were used to describe the level of English language proficiency of the students. Significant relationships between and among the learner autonomy in English language learning, the extent of language learning strategies, and the level of English language proficiency of the senior high school students were tested using the Pearson Product Moment Correlation. Finally, to investigate which among the factors of the independent variables significantly predict the dependent variables, multiple linear

regression analysis was used. This chapter presents the data gathered, the results of statistical analysis, and the interpretation. It starts with the level of learner autonomy, language learning strategies, and level of English proficiency. Results of inter correlations among these variables, as well as the multiple regressions, are also presented and discussed.

Results and Discussions

Learner Autonomy

One of the key indicators of academic success among students taking online courses during the Covid-19 Pandemic in 2021 is learner autonomy. It refers to a variety of things, including the capacity to control emotions, motivate oneself, and plan out tasks (Kirsch & Vaiouli, 2023). In addition to the topics covered by the professors in the classrooms, students can also learn English on their own. Students' organizational and motivational skills can either help or hinder their capacity to learn independently and efficiently utilise their study time (Kirsch et al., 2021). Because there are so many resources available, including books, magazines, journals, and the internet, it is not unusual for pupils to learn English alone. Using a common gadget, they can access the materials and read them even outside the classroom.

Table 1. Summary of level of learner autonomy in English language learning of SHS students.

Indicators	Mean	Standard Deviation	Interpretation
Cognitive	3.87	0.48	High
Metacognitive	3.63	0.42	Moderate
Affective motivational	3.72	0.51	High
Action-oriented	3.73	0.46	High
Social	3.94	0.48	High
Overall Mean	3.78	0.38	High
<i>Scale:</i>	<i>1.00-2.33 Low;</i>	<i>2.34-3.66 Moderate;</i>	<i>3.67-5.00 High</i>

Language Learning Strategies

Language Learning Strategies Learning strategy plays a significant role in anticipating perceived language performance (Platsidou & Kantaridou, 2014). These strategies aid students to become effective learners and foster mastery of the target language after leaving school (Wong & Nunan, 2011). Strategies include compensation, social, cognitive, metacognitive, memory, and affective.

Table 2. Summary of level of learner autonomy in English language learning of SHS students.

Indicators	Mean	Standard Deviation	Interpretation
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Learner Autonomy in English Language Learning, Language Learning Strategies, and English Language Proficiency of the Senior High School Students in Magsaysay District of Occidental Mindoro, Philippines

Compensation	3.98	0.57	High
Social	4.08	0.46	High
Metacognitive	3.98	0.54	High
Cognitive	4.19	0.52	High
Memory	3.90	0.50	High
Affective	4.08	0.53	High
Overall Mean	4.03	0.42	High
<i>Scale:</i>	<i>1.00-2.33 Low;</i>	<i>2.34-3.66 Moderate;</i>	<i>3.67-5.00 High</i>

Level of English Language Proficiency

The English language proficiency of the respondents is presented in Table 13. As the data reveal, the students show an average level of English language proficiency in grammar (mean=3.76), vocabulary (mean=4.73) and reading comprehension (mean=4.07) with an overall mean of 4.19, as shown in the table.

Table 3. Summary of level of English language proficiency among SHS students.

Items	Mean	Standard Deviation	Interpretation
Grammar	3.76	1.54	Average
Vocabulary	4.73	1.94	Average
Reading Comprehension	4.07	1.67	Average
Overall Mean	4.19	1.24	Average
<i>Scale:</i>	<i>1.00-3.33 Low;</i>	<i>3.34-3.66 Average;</i>	<i>3.67-8.00 High</i>

.This displays that they have mastered the basic linguistic units which serve as the foundation for learning the English language. It shows that generally, senior high school students of Magsaysay District, Occidental Mindoro have an average performance in terms of grammar, vocabulary and reading comprehension. This implies that learners have adequate and balanced knowledge in terms of grammar, vocabulary and reading comprehension.

Relationship between and among the level of Learner Autonomy in English Language Learning, the extent of Language Learning Strategies, and English Language Proficiency of SHS students

Interrelationship analysis among the level of learner autonomy in English language learning, the extent of language learning strategies, and English language proficiency of senior high students is highlighted in Table 14. Overall, the level of learner autonomy in English language learning is highly significant on the level of language learning strategies ($r=0.669$, $p=0.000$). This implies that respondents' autonomy in learning the English language has become more effective learners inside the classroom and foster more efficient progress with the support of language learning strategies.

This interpretation is aligned with the study of Iamudom and Tangkiengsirisin (2020) in which it is also great to encourage the students to attempt to use all of the

strategies as it can promote self-confidence and positive motivation to students, such as effective strategies can help the learners coping with difficulties and push them onwards. However, results revealed that the level of learner autonomy in English language proficiency is not significant to the language learning proficiency ($r=0.103$, $p=0.211$). This indicates that respondents' overall ability to learn independently in a particular subject might not affect their proficiency in English language.

Looking at the concluding variables, the level of language learning strategies is highly significant to English language proficiency ($r=0.114$, $p=0.002$). This means that the more the students are equipped with language learning strategies, the higher the chances are to expand and enhance their learning proficiency in the English language. As in line with the research of Habok and Magyar (2018) which indicates that students with more frequent language learning strategies use have better chances of becoming more proficient language learners. It has been pointed out that students who are more proficient engage in a wider range of strategies and select learning strategies dependent on learning tasks.

Table 4. Interrelationships among level of learner autonomy, extent of language learning strategies, and English language proficiency among SHS students.

Variables		Correlation Coefficients	p-value	Interpretation
Learner Autonomy	Language	0.669	0.000	highly significant
	Cognitive Learning Strategy	0.580	0.000	highly significant
	Compensation	0.459	0.000	highly significant
	Social	0.505	0.000	highly significant
	Metacognitive	0.530	0.000	highly significant
	Cognitive	0.512	0.000	highly significant
	Memory	0.439	0.000	Highly significant
Metacognitive	Affective			
	Compensation	0.304	0.000	highly significant
	Social	0.334	0.000	highly significant
	Metacognitive	0.331	0.000	highly significant
	Cognitive	0.297	0.000	highly significant
	Memory	0.398	0.000	highly significant
	Affective	0.398	0.000	highly significant
Affective motivational	Compensation	0.308	0.000	highly significant
	Social	0.346	0.000	highly significant
	Metacognitive	0.435	0.000	highly significant
	Cognitive	0.345	0.000	highly significant
	Memory	0.475	0.000	highly significant
	Affective	0.443	0.000	highly significant
	Compensation	0.476	0.000	highly significant
Action oriented	Social	0.451	0.000	highly significant
	Metacognitive	0.484	0.000	highly significant
	Cognitive	0.442	0.000	highly significant
	Memory	0.520	0.000	highly significant
	Affective	0.487	0.000	highly significant
	Compensation	0.397	0.000	highly significant
	Social	0.521	0.000	highly significant
Social	Metacognitive	0.481	0.000	highly significant
	Cognitive	0.590	0.000	highly significant

Learner Autonomy in English Language Learning, Language Learning Strategies, and English Language Proficiency of the Senior High School Students in Magsaysay District of Occidental Mindoro, Philippines

	Memory	0.412	0.000	highly significant
	Affective	0.443	0.000	highly significant
Learner Autonomy		0.103	0.211	not significant
Cognitive		0.218	0.007	highly significant
Metacognitive	English Language	0.020	0.810	not significant not
Affective	Proficiency	0.090	0.271	significant not
motivational Action		0.015	0.851	significant
oriented		0.060	0.465	not significant
Social				
Language Learning Strategy		0.246	0.002	highly significant
Compensation Social		0.245	0.002	highly significant
Metacognitive	English Language	0.192	0.019	significant
Cognitive	Proficiency	0.216	0.008	highly significant
Memory Affective		0.290	0.000	highly significant
		0.130	0.113	not significant not
		0.114	0.163	significant
<i>p-value</i>	<i>less than or equal to 0.05 but higher than 0.01</i>			<i>significant</i>
	<i>less than or equal to 0.01</i>			<i>highly significant</i>
	<i>more than 0.05</i>			<i>not significant</i>

Factor of Learner Autonomy in English Language Learning that Best Predicts Language Learning Strategies

A multiple regression was run to predict English language learning strategies from cognitive, metacognitive, affective motivational, action oriented, and social indicators of learner autonomy (Table 14). The multiple correlation coefficient (R) of 0.707 indicates good level of prediction, and the coefficient of determination (R²) suggests that 50% of the variability in learning strategies can be explained by the variation in the learning autonomy indicators. The overall regression model is a good fit for the data (F(5, 144)=28.852, p<0.01). However, only the cognitive (Beta=0.389; p=0.00) and social indicators (Beta=0.322; p=0.00) had significantly predicted the English language learning strategies. To determine which of the factors of learner autonomy in English language learning best predicts the language learning strategies of the senior high school students, regression analysis was used.

Results of the analysis are shown in Table 15. Data shows that cognitive (r=0.389, p=.000) and social (r=.424, p=.000) predict the learners' language learning strategies. The null hypothesis asserting that none of the factors of learner autonomy in English language learning significantly predict the extent of language learning strategies of learners is hereby rejected. This signifies that the two variables above-mentioned contribute most to the students' language learning strategies. To support the claim, a study of Daflizar et. al (2022) stated in their research results showed that there was a positive correlation between students' strategy use and their practice of autonomous English language learning outside the class.

The higher beta coefficient was garnered to cognitive which considers the factor as the best predictor and interpreted as highly significant. This denotes that learners' mental knowledge including awareness, responsiveness, and perception in learning language pushes them to exhaust language learning strategies. In Iamudom & Tangkiengsirisin's

study (2020) in the Thailand context, compensation strategies and cognitive strategies were mainly used by Thai public school students and international school students respectively which provide a way for learners to coordinate their own learning process. Verga (2013) stated that social interaction influences human communication, and more specifically, language learning and strategies. Another study from Ezzaidi (2017), stated that autonomous learning can efficiently be applied in the Moroccan context and that it can generate positive results in the levels of the learner's language development and use of language learning strategies.

Table 15. Learner autonomy in English language learning indicators that can predict English language learning strategies of the SHS students.

Indicators	Variable	Beta Coefficient	p-value	Interpretation
Cognitive		0.389	0.000	highly significant
Metacognitive	English	-0.069	0.382	not significant
Affective	Language	0.085	0.292	not significant
Motivational	Learning			
Action oriented	Strategies	0.099	0.331	not significant
Social		0.322	0.000	highly significant

$R=0.707$; $R^2=0.500$; $F_{(5, 144)}=28.852$, $p<0.01$

Factor of Learner Autonomy in English Language Learning that Best Predicts English Language Proficiency

The English language proficiency was predicted from cognitive, metacognitive, affective motivational, action oriented and social indicators of learner autonomy (Table 16). The multiple correlation coefficient (R) of 0.322 indicates moderate level of predictability of proficiency and that only 10.40% of the variability can be explained by the variation in the learning autonomy indicators. Nonetheless, the overall regression model is still a good fit for the data ($F(5, 144)=3.31$, $p<0.01$). Cognitive (Beta=0.449; $p=0.00$), and action oriented (Beta=-0.339; $p=0.014$) had significantly predicted the English language learning strategies. However, the action-oriented autonomy tends to reduce the students' language proficiency as indicated by the negative beta coefficient. To determine which of the factors of learner autonomy in English language learning best predicts the English language proficiency of the senior high school students, regression analysis was applied. The results of the analysis are shown in Table 15.

Data shows that cognitive ($r=0.449$, $p=0.000$) and action-oriented ($r=0.339$, $p=0.014$) predict English language proficiency. This signifies that the two variables aforementioned significantly contribute most to the students' English language proficiency. The null hypothesis asserting that none of the factors of learner autonomy in English language learning significantly predict the level of English language proficiency of the senior high school students of Magsaysay District was hereby rejected.

The higher beta coefficient was garnered to cognitive which considers the factor as the best predictor and construed as highly significant. This denotes that mental process of absorbing knowledge and understanding concepts through senses, understanding, and

thought forces to expand and engage learners' English language proficiency. This is in agreement with the study from Dafei (2007) which indicated that the students' English proficiency was significantly and positively related to their learner autonomy. Correspondingly, with students making their learning schedule designing lessons and materials, and presenting in the class based on the cognitive approach, the teachers encourage students to take responsibility for their learning and develop the ability to control their learning.

Moreover, an oriented approach considers the learner as a social agent in a classroom where learning is a social learning environment and develops linguistic and pragmatic skills in language besides communicative skills (Delibas et al., 2016).comprehension. This finding is consistent with the study of Manuel (2022) which SHS students of Cagayan State University demonstrated good performance along with grammar and reading comprehension.

Table 6. Learner autonomy in English language learning indicators that can predict English language proficiency of the SHS students.

Indicators	Variable	Beta Coefficient	p-value	Interpretation
Cognitive		0.449	0.000	highly significant
Metacognitive	English	-0.121	0.256	not significant
Affective	Language	0.116	0.286	not significant
motivational	Proficiency			
Action-oriented		-0.339	0.014	significant
Social		0.046	0.661	not significant

R=0.322; R²=0.104; F_(5, 144)=3.331, p<0.01

Factor of Language Learning Strategies that Best Predicts English Language Proficiency

The English language learning strategies of the SHS students were used to predict their proficiency (Table 17). Using the Multiple Regression Technique thru Enter Method, a regression model is generated with a multiple correlation coefficient (R) of 0.320. This suggests that the model can still predict proficiency and can be computed linearly from the learning strategies. However, only 10.2% of the variation in proficiency can be explained by the variation in learning strategies but the overall regression model is still a good fit for the data (F(6, 143)=2.714 p<0.05). Among the strategies, only the cognitive (Beta=0.265; p=0.024) had significantly predicted English language proficiency. To determine which of the factors of language learning strategies best predicts the English language proficiency of senior high school students, regression analysis was used. The results of the analysis are shown in Table 16.

Data reveals that cognitive (r=0.265, p=0.024) predicts the respondents' English language proficiency. This signifies that cognitive significantly contribute most to the students' English language proficiency. The null hypothesis asserting that none of the factors of language learning strategies significantly predict the level of English language proficiency of senior high school students is hereby rejected. According to Hashim et. al (2018), learners should have the autonomy to choose the strategies that they prefer to use

that suit their learning styles for them to improve all the skills involved in learning the English language. The highest beta coefficient was garnered to cognitive which considers the factor as the best predictor and interpreted as significant. This indicates that language learning strategies related to cognitive knowledge affect senior high school students of Magsaysay District English language proficiency.

In connection with that, Al-Qahtani (2013) indicated that students utilize the metacognitive, cognitive, and social language learning strategies, though the degree of utilization varies. Cognitive strategies are more widely used as English learning takes place than other types. It also aimed at exploring possible associations between English language proficiency grade/achievement and demographic variables, learning strategies, and motivational, attitudinal, and environmental variables.

Table 17. English language learning strategies that can predict English language proficiency of the SHS students.

Indicators	Variable	Beta Coefficient	p-value	Interpretation
Compensation		0.171	0.190	not significant
Social	English	-0.008	0.945	not significant
Metacognitive	Language	0.030	0.818	not significant
Cognitive	Learning	0.265	0.024	significant
Memory	Strategies	-0.070	0.512	not significant
Affective		-0.107	0.311	not significant

$$R=0.320; R^2=0.102; F_{(6, 143)}=2.714, p<0.05$$

Summary, Conclusions and Recommendations

This chapter presents the major findings, conclusions, and recommendations of the study.

Summary of Findings

The following are the major findings of the study.

1. The senior high school students of Magsaysay District have a high level of learner autonomy in English language learning in terms of cognitive ($r=3.87$, $p=0.48$), affective motivational ($r=3.72$, $p=0.51$), action-oriented ($r=3.73$, $p=0.46$), and social ($r=3.94$, $p=0.38$) while moderate in terms of metacognitive ($r=3.63$, $p=0.42$).
2. The senior high school students of Magsaysay District have a high level of language learning strategies in terms of compensation ($r=3.98$, $p=0.57$), social ($r=4.08$, $p=0.46$), metacognitive ($r=3.98$, $p=0.54$), cognitive ($r=4.19$, $p=0.52$), memory ($r=3.90$, $p=0.50$), and affective ($r=4.08$, $p=0.38$).
3. In the overall result, senior high school students of Magsaysay District have an average level of English language proficiency in terms of grammar ($r=3.76$, $p=1.54$), vocabulary ($r=4.73$, $p=1.94$), and reading comprehension ($r=4.19$, $p=1.24$).
4. The level of learner autonomy in English language learning of senior high school

students of Magsaysay District has a significant relationship with their language learning strategies ($r=0.669$, $p=0.000$). Meanwhile, there is no significant relationship between the level of learner autonomy in English language learning of senior high school students of Magsaysay District and their English language proficiency ($r=0.103$, $p=0.211$). Finally, the level of learning language strategies in English language learning of senior high school students of Magsaysay District have a highly significant relationship with their English language proficiency ($r=0.246$, $p=0.002$).

5. The factor of learner autonomy in English language learning that best predicts the language learning strategies is cognitive ($\beta=0.389$, $p=0.000$) and social ($\beta=0.322$, $p=0.000$).
6. The factor of learner autonomy in English language learning that best predicts the English language proficiency is cognitive ($\beta=0.449$, $p=0.000$) and action oriented ($\beta=-0.339$, $p=0.014$).
7. The factor of language learning strategies that best predicts the English language proficiency is cognitive strategies ($\beta=0.265$, $p=0.024$).

Conclusions

In line with the findings of the study, the following conclusions are drawn.

1. Senior high school students of Magsaysay District place a high value on their education and start with the assumption that they can exercise self-direction and independent approach to their academic studies.
2. Senior high school students of Magsaysay District are well-equipped with language learning strategies which they consciously used to speed up the learning or usage of a language and deliberately chose and operationalize thoughts and actions.
3. Senior high school students of Magsaysay District have the sufficient ability to create and communicate meaning in oral and written English language contexts.
4. Senior high school students of Magsaysay District who are accountable on their learning creates positive learning strategies in English language. On the other hand, autonomy in learning a language does not have particular effect to the proficiency of respondents wherein it denotes that independent learning will not be sufficed to improve proficiency in English language. Furthermore, language learning strategies support the respondents in learning more efficiently and effectively in improving language performance which means that respondents who are armed with different strategies in language tend to have higher percentage to be successfully proficient in English language.
5. Senior high school students of Magsaysay District encompass ability to evaluate information, make decisions to different tasks and find practical methods independently in learning and capacity to preserve relationships with others and act correctly in the social environment in which one lives triggers language learning strategies.
6. Senior high school students of Magsaysay District have consciousness on materials, comprehension to text selection, proper application and utilization of resources, as well as, selection of learning methods and use of sources about the language in a variety of ways resulting to the refinement of language learning strategies.
7. Senior high school students of Magsaysay District use their brains more effectively

and they are fully engaged in the language learning process so learning, thinking, and remembering get easier.

Recommendation

Based on the results of the study, the following are hereby recommended.

1. Language teachers may design activities and tasks which develop learners' accountability and independence in learning the English language. This likely entails valuing their work and increase level of confidence as result to become responsible language learners which generate language learning strategies and improve English language proficiency.
2. Language teachers may create opportunities in which learners must be exposed to grammar usage, vocabulary, and reading comprehension such as making differentiated lesson plans and valid assessments to enhance their English language proficiency.
3. School administration may use the data of the study as a basis to conduct seminars and pieces of training for language teachers about autonomy in language learning and strategies that affect respondents' language performance to improve teaching-learning process inside the classroom.
4. Researchers may use this study which serves as a viable reference to produce new and innovative concepts and ideas that can contribute to the quality of language instruction in education. Correspondingly, this study may be reflected as a basis to a new theory in learning that may possibly aris

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