

English Language Learning Strategies on Grade 8 Students' Proficiency

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Abstract. The main thrust of this undertaking was to determine the level of adoption of English Language learning strategies and proficiency among Grade 8 students. The study was quantitative research that employed a descriptive correlational research design consisting of 20 respondents in each section and 300 sample sizes out of 600 respondents selected through Stratified Random Sampling. The results revealed that all six language learning strategies, memory, cognitive, comprehension, metacognitive, affective, and social, were manifested by Grade 8 students in varying degrees. There is a significant difference between the assessments of the English teachers and learners on the level of manifestation of adoption of English language learning strategies. Moreover, there is a significant relationship between the level of manifestation of adoption of English language learning strategies and proficiency level among Grade 8 learners. Ultimately, differences between English teachers and learners have nothing to do with students' proficiency, as results transcend their adoption of language learning strategies. Hence, the proposed action plan, SCALE, might aid in developing high language proficiency in any existing learning environment.

Keywords: Impact; Language learning strategy; Language proficiency.

1.0 Introduction

The English language still flourishes and proliferates not only in the Philippines but across the globe, causing a significant impact and transformation in people's lives. English is significant in worldwide communication, education, and career prospects. As a result, the demand for English language proficiency has increased significantly, resulting in a considerable increase in the number of non-native speakers attempting to learn English as a second or foreign language.

The challenges encountered while learning English cover various linguistic, cognitive, sociocultural, and motivational aspects. Pronunciation, vocabulary acquisition, grammar, listening comprehension, speaking fluency, reading comprehension, and writing competency are areas where high school students struggle. Moreover, the cultural environment in which English is used, and the individual learner's background and prior language knowledge all play important roles in creating the challenges encountered.

Furthermore, due to the needs and value of the English language in the current global period, English as a second language (ESL) learners travel across the world to learn the language. As a result, much work has been put into finding suitable approaches for learning English. Learning English as a second language is a challenging task. It requires a collaborative, massive, and extraordinary effort from learners and teachers. Yen & Mohamad (2020)

Today, people aim to be global citizens as a necessity of life. One of the most important things to achieve this goal is learning a foreign language. To be a good language student, s/he needs to know how to take responsibility in the learning process, use accurate strategies when accessing new information, and support language learning with activities outside the classroom. These also require students to know and apply foreign language learning strategies that are appropriate for them while learning a foreign language. Language learning strategies used while learning a foreign language refer to special actions and techniques that are used consciously and that help in learning that language. Akmençe (2019).

Learning strategies can enhance and remediate students' English language performance. This research will determine the level of manifestation of English language learning strategies to verify if those being adopted by learners have a significant relationship to their language proficiency and to see if there is a difference in the modalities employed. Furthermore, the study's findings may assist learners in becoming more aware of their current strategies as well as other strategies available to improve their English language performance, educators in developing new methodologies that can work for students and directly address their needs in whatever learning environment; and school administrators, stakeholders, and the government in supporting programs that may aid in addressing the country's educational challenges not only in this upheaval but more so in the regular educational set-up.

2.0 Methodology

2.1 Research Design

The study utilized the descriptive-correlational research design, which was determined to be the most appropriate research strategy for achieving the study's objectives. The main goal was to assess the level of language learning strategy adoption and language proficiency among Grade 8 learners. The researcher also aimed to investigate potential relationships and differences between these two variables. The descriptive aspect of the method allowed for a thorough examination of the variables, while the correlational aspect facilitated the analysis of their relationships.

2.2 Research Participants

The total population of Grade 8 learners is 660 respondents. Only twenty (20) respondents in each section and 300 sample sizes, or 6.67% of the total population, were collected.

2.3 Research Instrument

This study used an approach from Cachuela (2019) the researcher used to study. Oxford's Strategy Inventory for Language Learning (SILL) was one of them. It was a 50-item standardized assessment instrument used to examine language learners' strategies for language acquisition. The survey questionnaire comprised 6 subscales with query items: 9 for memory, 14 for cognitive, 6 for comprehension, 9 for metacognitive, 6 for affective, and 6 for social strategies. The subscale responses were then quantified using a 5-point Likert scale, where 1 represented Never or Almost Never True of Me, 2 represented Usually Not True of Me, 3 represented Somewhat True of Me, 4 represented Usually True of Me, and 5 represented Always or Almost Always True of Me. The weighted mean of each indicator was obtained, and the results were averaged to get a general assessment. This provided us with a comprehensive understanding of the level to which English language strategies were employed, and we incorporated it into the calculation of the verbal and descriptive equivalents.

2.4 Data Gathering Procedure

This study used specific steps to conduct this inquiry; authorization was obtained from the Superintendent of Division Schools. The Endorsement Letter was personally sent to the principal after approval to begin data collection and ensure adherence to specific ethical standards. Second, after authorities approved, the consent form was provided to the parents since the students were minors, and the researcher explained the study's purpose, procedures involved, and confidentiality measures. Third, the survey questionnaire and assessment tool were distributed to the advisers of Grade 8 students after the parents had signed the consent form. Throughout the procedure, advice from the advisers was sought to collect data efficiently. The statistics expert received the results after they were retrieved from the drive and subjected to proper statistical analysis.

2.5 Ethical Considerations

This research study followed ethical guidelines. The response was carefully managed to ensure the confidentiality of information and the security of respondent identities. Similarly, the researcher acknowledged and cited the contributions of various organizations to the research. The findings were reported truthfully, even when they diverged from generally accepted norms.

3.0 Results and Discussion

3.1 Manifestation of English Language Learning Adoption Strategies

In terms of Memory Strategy

Memory Strategy was Usually True of Me or Manifested (3.74) as to the level of manifestation of English language learning strategies among Grade 8 learners in SASRNHS as assessed by the English teachers and learners (Table 1). The highest computed composite mean of 4.06 was also found for indicator 1, "I think of relationships between what I already know and new things I learn in English." verbally interpreted as Usually True of Me or Manifested. The composite mean of Indicator 6, "I use flashcards to remember new English words," was the lowest calculated at 3.12, verbally interpreted as Somewhat True or Slightly Manifested.

Table 1. *Manifestation of English language learning adoption strategies in terms of memory strategy*

Indicators	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
I think of relationships between what I already know and new things I learn in English	4.58	ATM	3.54	UTM	4.06	UTM
I use new English words in a sentence so I can remember them	4.42	ATM	3.54	UTM	3.98	UTM
I connect the sound of a new English word and an image or picture of the word to help me remember the word	4.17	UTM	3.63	UTM	3.90	UTM
I remember a new English word by making a mental picture of a situation in which the word might be used	4.33	ATM	3.22	STM	3.78	UTM
I use rhymes to remember new English words	3.83	UTM	3.02	STM	3.43	UTM
I use flashcards to remember new English words	3.58	UTM	2.65	STM	3.12	STM
I physically act out new English words	3.83	UTM	3.15	STM	3.49	UTM
I review English words often	4.08	UTM	3.69	UTM	3.89	UTM
I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	4.50	ATM	3.44	UTM	3.97	UTM
General Assessment	4.15	UTM	3.32	STM	3.74	UTM

Legend: 4.20 – 5.00 Always or almost always true of me (ATM)/ Highly Manifested, 3.40 – 4.19 Usually true of me (UTM)/ Manifested, 1.80 – 2.59 Usually not true of me (UNTM)/ Almost Not Manifested, 2.60– 3.39 Somewhat true of me (STM)/ Slightly Manifested, 1.00 – 1.79 Never or almost never true of me (NTM)/ Not Manifested

Students improve their comprehension by giving new linguistic elements a contextual framework, as evidenced by their preference for the Memory Strategy indicator number 1: "I think of relationships between what I already know and new things I learn in English." By relating grammar rules, new vocabulary, or language structures to what they already know, learners create mental anchors that help them remember and grasp the new material. Linking old and new information in English also promotes a deeper engagement with the language, as learners perceive the importance of the new material within the context of their existing linguistic repertoire.

Batstone and Ellis (2009, as cited in AlAbri et al., 2022) pointed out that grammar instruction has always been problematic and debatable. They claimed that teaching grammatical rules helped students learn languages more effectively. The current debate, however, was over which approach to grammar instruction was more effective. Also, language acquisition was not merely about memorizing isolated words; it involved understanding their usage, nuances, and contextual appropriateness. In line with this, some learners might have found flashcards repetitive or monotonous, which could have led to a lack of engagement and motivation.

In terms of Cognitive Strategy

Cognitive Strategy was Usually True of Me or Manifested (3.80) as to the level of manifestation of English language learning strategies among Grade 8 learners in SASRNHS as assessed by the English teachers and learners (Table 2). The highest composite mean of 4.13 was also found for indicator 6, "I watch English language TV shows spoken in English or go to the movies spoken in English." verbally interpreted as Usually True of Me or Manifested. The composite means of indicators 10 and 12, "I try to find patterns in English" and "I try not to translate word for word." were the lowest calculated at 3.59 verbally interpreted as Usually True or Manifested.

Table 2. *Manifestation of English language learning adoption strategies in terms of cognitive strategy*

Indicators	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
I say or write new English words several times.	4.08	UTM	3.41	UTM	3.75	UTM
I try to talk like a native English speaker.	3.92	UTM	3.41	UTM	3.67	UTM
I practice the sounds of English.	4.17	UTM	3.83	UTM	4.00	UTM
I use the English words I know in different ways.	4.08	UTM	3.52	UTM	3.80	UTM
I start conversations in English.	4.17	UTM	3.43	UTM	3.80	UTM
I watch English-language TV shows or watch movies that are spoken in English.	4.42	ATM	3.83	UTM	4.13	UTM
I read for pleasure in English.	3.75	UTM	3.34	STM	3.55	UTM
I write notes, messages, letters, or reports in English.	4.50	ATM	3.60	UTM	4.05	UTM
I look for words in my language that are similar to new words in English.	4.33	ATM	3.29	STM	3.81	UTM
I try to find patterns in English.	4.00	UTM	3.17	STM	3.59	UTM
I find the meaning of any English word by dividing it into parts that I understand.	4.33	ATM	3.25	STM	3.79	UTM
I try not to translate word for word.	4.17	UTM	3.00	STM	3.59	UTM
I make summaries of information that I have heard or read in English.	4.17	UTM	3.57	UTM	3.87	UTM
General Assessment	4.16	UTM	3.44	UTM	3.80	UTM

In line with the results, learners prefer watching TV shows because it provides authentic and contextual examples of how English is spoken in real-life situations, exposing learners to diverse accents, conversational nuances, and colloquial expressions. TV shows' visual and auditory elements engage multiple senses, helping learners understand language structures and aiding in better retention. The narrative and storyline aspects of TV shows make language learning relatable and enjoyable, encouraging consistent practice without the formal constraints of traditional learning methods.

Students may be hesitant to actively seek and apply patterns in learning English because of its complexity and irregularities. Unlike languages with more consistent patterns, English has numerous exceptions, diverse pronunciation variations, and irregular verbs, making it challenging for learners to rely solely on patterns. Also, individual learning styles and preferences play a role, and some learners may find other approaches, such as contextual learning or communicative practice, more effective or engaging than a pattern-based method.

Learners often avoid translating word-for-word because languages have unique idioms, expressions, and cultural nuances that may not have direct equivalents in another language. Relying on literal translation can lead to inaccuracies or awkward phrasing, as it might not capture the true meaning or context of the expression in English. Translating word-for-word can hinder the development of natural language fluency, as learners may become overly focused on individual words rather than understanding the overall structure and flow of English sentences.

Adhering to the principles delineated by Noam Chomsky in his language acquisition theory, everyone possessed a distinctive Language Acquisition Device (LAD), a blueprint or template for language that was implanted and preserved in their brain (Norqulob, 2024). According to him, this implied that all individuals possessed the inherent capacity to acquire a new language. The student required only an entry of the specific language to activate the device and ascertain the linguistic structure. Furthermore, it had been determined that students possessed a prior comprehension of language acquisition. An introduction to L1 might enable them to rapidly acquire complex grammar without assistance.

In terms of Comprehension Strategy

Comprehension Strategy was Usually True of Me or Manifested (3.70) as to the level of manifestation of English language learning strategies among Grade 8 learners in SASRNHS as assessed by the English teachers and learners (Table 3). The highest computed composite mean of 4.03 was also found for indicator 6, "If I cannot think of an English word, I use a word or phrase that means the same thing." verbally interpreted as Usually True of Me or Manifested. The composite mean of Indicator 4, "I read English without looking up every new word," was the lowest calculated at 3.26, verbally interpreted as Somewhat True or Slightly Manifested.

The findings suggest that students prefer comprehension method number six: "If I cannot think of an English word, I use a word or phrase that means the same thing." This is because learners frequently substitute a phrase or phrase with a similar meaning instead of the precise English term when they cannot recollect it. This strategy allows for effective communication even without precise vocabulary knowledge, preventing disruptions in

communication or conversation. By opting for synonymous words or phrases, learners can convey their intended message and maintain the flow of communication, be resourceful in language use, and demonstrate adaptability. The learners favor this indicator because it helps them express themselves more confidently, fostering an encouraging and positive language-learning environment.

Table 3. *Manifestation of English language learning adoption strategies in terms of comprehension strategy*

Indicators	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
To understand unfamiliar English words, I make guesses.	4.00	UTM	3.36	STM	3.68	UTM
I use gestures when I cannot think of a word during a conversation in English.	4.08	UTM	3.24	STM	3.66	UTM
When I cannot think of a word during a conversation in English, I use gestures	4.33	UTM	3.15	STM	3.74	UTM
I read English without looking up every new word.	3.42	UTM	3.10	STM	3.26	STM
I try to guess what the other person will say next in English.	4.33	UTM	3.32	STM	3.83	UTM
If I cannot think of an English word, I use a word or phrase that means the same thing.	4.50	UTM	3.55	UTM	4.03	UTM
General Assessment	4.11	UTM	3.29	STM	3.70	UTM

The concept of synonymy, which defines the relationship between various words in a dictionary, is significant and complex. This concept is essential to both lexicology and language instruction. In the context of statistics, such as sentence structure, collocation, and the frequency of structural patterns, neither substitution nor dictionary definitions can provide quantitative meaning, even though synonyms are frequently identified through replacement. The absence of ideal synonyms complicates the process of selecting words.

Conversely, indicator number 4, "I read English without looking up every new word," was the least comprehension strategy adopted by the students as they may be reluctant to constantly look up every new word, the constant interruption to check the meaning of unfamiliar words can disrupt the overall flow and comprehension of the text, making the reading experience less enjoyable. Learners often prefer a more immersive and contextual approach, aiming to understand the general meaning of the text rather than focusing on individual words.

Undeniably, most language learners struggle to differentiate the various meanings and applications of synonyms, leading to confusion. According to (Gass and Selinker, 2008, as cited in Chaokongjakra, 2023), English learners proficient in a wide range of English vocabulary typically have a significant advantage when producing the language. To master English vocabulary, learners must learn how to use synonyms correctly, as varied word choices can help learners avoid repetition in their writing. The ability to use varied English vocabulary helps in conducting daily conversation and improves knowledge of lexical features and sentence construction, providing more choices for appropriate vocabulary in each context. The definition of synonym, as provided by Merriam-Webster Dictionary (online version), is "one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses.

In terms of Metacognitive Strategy

Metacognitive Strategy was Usually True of Me or Manifested (3.95) as to the level of manifestation of English language learning strategies among Grade 8 learners in SASRNHS as assessed by the English teachers and learners (Table 4). The highest computed composite mean of 4.34 was also found for indicator 4, "I try to find out how to be a better learner of English." verbally interpreted as Always True or Highly Manifested. The composite mean of Indicator 6, "I look for people I can talk to in English," was the lowest calculated at 3.53, verbally interpreted as Somewhat True or Slightly Manifested.

Nowadays, students actively seek ways to enhance their English language skills because they recognize the academic significance of English, often considering it a requisite skill for success in their studies. Evidently, students actively engage in efforts to enhance their proficiency in English. The classroom provides a structured environment where students are exposed to language instruction and learning resources. Recognizing the importance of English as a core subject, students often seek strategies to improve their language skills. While many students recognize the value of conversational practice in mastering the English language, some students might fear making mistakes in front of others or lacking confidence, especially if they are still learning. The fear of embarrassment or judgment can be a significant barrier. Moreover, some learners may not have easy access to

fluent speakers or native English speakers for regular conversations, mainly in environments where English is not the predominant language.

Table 4. *Manifestation of English language learning adoption strategies in terms of metacognitive strategy*

Indicators	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
I try to find as many ways as I can to use my English.	4.25	ATM	3.55	UTM	3.90	UTM
I have noticed my English mistakes and use that information to help me improve.	4.42	ATM	3.88	UTM	4.15	UTM
I pay attention when someone is speaking in English.	4.58	ATM	3.87	UTM	4.23	ATM
I try to find out how to be a better learner of English.	4.67	ATM	4.00	UTM	4.34	ATM
I plan my schedule so I will have enough time to study English.	4.00	UTM	3.24	STM	3.62	UTM
I look for people I can talk to in English.	3.83	UTM	3.22	STM	3.53	UTM
I look for opportunities to read as much as possible in English.	3.83	UTM	3.42	UTM	3.63	UTM
I have clear goals for improving my English skills.	4.50	ATM	3.68	UTM	4.09	UTM
I think about my progress in learning English.	4.50	ATM	3.64	UTM	4.07	UTM
General Assessment	4.29	ATM	3.61	UTM	3.95	UTM

Carl Rogers' experiential learning theory posited that everyone had an inherent desire to learn. He believes education should have been about empowering students to recognize their learning needs through introspection. Through self-evaluation, the learner initiates change by addressing their own needs and wants. As a result, students participate in class activities and respond in a welcoming and pertinent environment supported by the teacher (Culata, 2024).

In terms of Affective Strategy

Affective Strategy was Usually True of Me or Manifested (3.66) as to the level of manifestation of English language learning strategies among Grade 8 learners in SASRNHS as assessed by the English teachers and learners (Table 5). The highest computed composite mean of 4.02 was also found for indicator 2, "I encourage myself to speak English even when I am afraid of making a mistake." verbally interpreted as Usually True of Me or Manifested. The composite mean of Indicator 5, "I write down my feelings in a language-learning diary," was the lowest calculated at 3.33, verbally interpreted as Somewhat True or Slightly Manifested.

Table 5. *Manifestation of English language learning adoption strategies in terms of affective strategy*

Indicators	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
I try to relax whenever I feel afraid of using English.	4.08	UTM	3.45	UTM	3.77	UTM
I encourage myself to speak English even when I fear making mistakes.	4.42	ATM	3.61	UTM	4.02	UTM
I reward myself or treat myself well when I am doing well in English.	4.00	UTM	3.30	STM	3.65	UTM
I notice if I am tense or nervous when studying or using English.	3.83	UTM	3.39	STM	3.61	UTM
I write down my feelings in a language-learning diary	3.42	UTM	3.23	STM	3.33	STM
I talk to someone else about how I feel about learning English.	3.83	UTM	3.31	STM	3.57	UTM
General Assessment	3.93	UTM	3.38	STM	3.66	UTM

In line with the result, learners often encourage themselves to speak English despite fearing making mistakes because they recognize the importance of practice in language acquisition. They understand that making mistakes can be a valuable stepping stone toward improvement and is a natural part of learning. Moreover, the desire to gain confidence and become proficient in English when using the language often outweighs the fear of making errors.

In contrast, the lowest computed composite mean is indicated in indication 5, "I write down my feelings in a language-learning diary." Because people worry about their writing skills and possible errors, some language learners might be reluctant to express their emotions in a language learning diary for fear of being judged. The pressure to express oneself eloquently or accurately in a new language can be intimidating, leading to a reluctance to put personal feelings on paper. Additionally, students express themselves often using technology rather than writing it down on paper.

According to Ramdani et al. (2022), Krathwohl's Affective Learning Theory posits that learning results from various aspects of human behavior, such as self-awareness, curiosity, focus, concern, and responsibility, as well as social skills like hearing, interacting, and responding.

In terms of Social Strategy

Social Strategy was Usually True of Me or Manifested (3.81) as to the level of manifestation of English language learning strategies among Grade 8 learners in SASRNHS as assessed by the English teachers and learners (Table 6). The highest computed composite mean of 3.96 was also found for indicator 6, "I try to learn about the culture of English speakers." verbally interpreted as Usually True of Me or Manifested. The composite mean of Indicator 4, "I ask for help from English speakers." was the lowest calculated at 3.65, verbally interpreted as Usually True of Me or Manifested.

Table 6. *Manifestation of English language learning adoption strategies in terms of social strategy*

Indicators	Teachers		Students		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
If I do not understand something in English, I ask the other person to slow down or repeat it.	3.92	UTM	3.65	UTM	3.79	UTM
I ask English speakers to correct me when I talk.	4.00	UTM	3.62	UTM	3.81	UTM
I practice English with other students.	4.08	UTM	3.49	UTM	3.79	UTM
I ask for help from English speakers.	3.83	UTM	3.47	UTM	3.65	UTM
I ask questions in English.	4.25	ATM	3.45	UTM	3.85	UTM
I try to learn about the culture of English speakers.	4.25	ATM	3.66	UTM	3.96	UTM
General Assessment	4.06	UTM	3.56	UTM	3.81	UTM

It can be inferred that learners often prefer to delve into the culture of English speakers as part of their language-learning journey because it provides a holistic understanding of the language. Culture is intricately linked to language, and by exploring the traditions, customs, and social nuances of English-speaking communities, learners gain insights into the contextual use of the language. Understanding cultural references enhances vocabulary and comprehension of idiomatic colloquialisms and expressions. In contrast, the indicator with the lowest computed composite mean is number 4, "I ask for help from English speakers." Because they fear being judged or embarrassed, learners may be reluctant to approach English speakers for assistance. Learners may worry about making mistakes or appearing less proficient in the language, deterring them from seeking assistance.

3.2 Difference Between the Assessments of English Teachers and Learners

There was a significant difference between the assessments of the English teachers and learners on the level of manifestation of English language learning adoption strategies (Table 7). According to the results, the estimated probability values of memory, cognitive, comprehension, affective, and metacognitive strategies were .000, .001, .009, and .029. These values were less than the significance level of 0.05, thereby rejecting the null hypothesis. As a result, the responses of the two groups of respondents on the variables varied significantly. This indicated that views regarding the level to which English language learning adoption strategies were exhibited varied between English teachers and learners.

Furthermore, due to differing experiences, positions, and viewpoints, English teachers and learners frequently have diverse opinions about how language learning adoption strategies materialize. Teachers have pedagogical knowledge and prioritize structuring lessons to encompass diverse strategies, including memory, cognitive, comprehension, metacognitive, affective, and social interaction. They aim to create a comprehensive learning environment where these methodologies are consciously integrated into teaching strategies.

On the other hand, learners, influenced by individual motivations, learning styles, and prior linguistic backgrounds, interpret and employ these strategies differently. While teachers emphasize strategy introduction and formal instruction, learners may focus more on personal preferences, adapting strategies that align with their perceived effectiveness in language acquisition. This difference in perception emerges from the distinct vantage points—teachers as facilitators and learners as active participants—resulting in varying assessments of strategy manifestation and efficacy within the learning process.

Significant effort was made in researching second language (L2) learning strategies to categorize various learning processes. For example, utilizing cognitive theory, (O'Malley and Chamot, 1990 as cited in Sukying, 2021) classified LLS as cognitive, metacognitive, or social affective strategies. Cognitive strategies refer to the procedures that students implement to acquire, analyze, comprehend, retain, retrieve, and apply linguistic knowledge.

Metacognitive strategies were the methods that students used to organize, direct, and evaluate their learning. The foundation of socio-affective tactics was social-mediating activities and interpersonal interactions.

Table 7. *Difference between the assessments of the English teachers and learners*

Sub-variables		Sum of squares	df	Mean square	F Ratio	Sig.	Remarks	Decision
Memory Strategies	Between Groups	7.94	1	7.94	21.2	.000	Significant	Reject H ₀
	Within Groups	116	310	.374				
	Total	123	311					
Cognitive Strategies	Between Groups	6.06	1	6.06	17.4	.000	Significant	Reject H ₀
	Within Groups	107	310	.348				
	Total	113	311					
Comprehension Strategies	Between Groups	7.81	1	7.81	13.8	.000	Significant	Reject H ₀
	Within Groups	174	310	.564				
	Total	182	311					
Metacognitive Strategies	Between Groups	5.29	1	5.29	10.5	.001	Significant	Reject H ₀
	Within Groups	155	310	.501				
	Total	160	311					
Affective Strategies	Between Groups	3.47	1	3.47	5.58	.019	Significant	Reject H ₀
	Within Groups	192	310	.623				
	Total	196	311					
Social Strategies	Between Groups	2.90	1	2.90	4.79	.029	Significant	Reject H ₀
	Within Groups	187	310	.605				
	Total	190	311					

Level of significance 0.05

3.3 Language Proficiency Level of Students

The Summative Result (Table 8) was Beginning (70.27%) on the Language Proficiency test of Grade 8 Students in Sta. Anastacia – San Rafael National High School. Among the 300 students, two (2), or 0.67%, were Advanced; eight (8), or 2.67%, were Proficient; 34, or 11.33%, were Approaching Proficient; 40, or 13.33% were Developing; and 216, or 72% were Beginning.

Table 8. *English Language proficiency level of students based on their summative test*

Indicators	Grade	Frequency	Percentage
Advanced	90 – 100	2	0.67%
Proficient	85 – 89	8	2.67%
Approaching Proficient	80 – 84	34	11.33%
Developing	75 – 79	40	13.33%
Beginning	< 74	216	72.00%
General Assessment	70.27	Beginning	

These data reflect a breakdown of student Language proficiency levels based on a summative score. Many students fall into the 'Beginning' proficiency category, constituting 72% of the 300 students. This suggests that a significant portion of the learners are at a basic or an initial stage in their understanding of the subject matter assessed by the summative score. On the other hand, the percentages of learners categorized as 'Developing,' 'Approaching Proficient,' 'Proficient,' and 'Advanced' are notably lower, indicating fewer students in the higher proficiency levels. In this case, the 'Advanced' category comprises only 0.67% of the students, emphasizing a smaller number who excel in the subject. These figures collectively reveal a distribution that leans heavily towards the lower proficiency levels, highlighting a potential area for targeted educational intervention or tailored support to help students progress toward higher proficiency levels.

The term "language proficiency" refers to an individual's ability to communicate effectively in both written and spoken forms. When discussing the pertinent literature review on EFL instruction and student achievement, both "proficiency" and "English competency" are acceptable terms. Masduki et al. (2022). Moreover, to be genuinely proficient, someone must have advanced skills in listening, speaking, reading, and writing. Proficiency is about performance. It is about the ability to appear in language according to the demands of the situation in the classroom to deliver lessons according to language targets, especially if we are moving on to a more efficient approach. Riasati (2014) as cited in Lumbanraja and Reynoso (2019).

3.4 Relationship between Manifestation of English Language Learning Adoption Strategies and Proficiency Level

There was a significant relationship between the dependent and independent variables (Table 9). The r values ranged from .135 to .157, with a low positive correlation. The computed probability values .007, .016, and .020 were lesser than the level of significance ($P < 0.05$); thus, the null hypothesis was rejected. The proficiency level of eighth-grade students was significantly correlated with their utilization of cognitive, comprehension, and metacognitive strategies for English language acquisition. More effective strategies for learning English, specifically those that emphasize cognitive, comprehension, and metacognitive strategies, are associated with a higher level of proficiency.

Table 9. *Relationship between the manifestation of English language learning adoption strategies and proficiency level*

Strategies	r value	P value	Remarks	Decision
Memory Strategies	.015	.794	Not Significant	Accept H_0
Cognitive Strategies	.135*	.020	Significant	Reject H_0
Comprehension Strategies	.140*	.016	Significant	Reject H_0
Metacognitive Strategies	.157*	.007	Significant	Reject H_0
Affective Strategies	.007	.908	Not Significant	Accept H_0
Social Strategies	.062	.283	Not Significant	Accept H_0

**Correlational at the level 0.01, *Correlational at the level 0.05(Two-tailed)

It suggests a direct connection between the utilization of specific learning strategies and proficiency in English. When learners actively engage cognitive strategies (like visualization or mental associations), comprehension strategies (such as inferencing or summarization), and metacognitive strategies (like setting goals or self-monitoring) during the language learning process, their overall proficiency tends to elevate. These strategies enable learners to understand nuances, navigate complexities, and regulate their learning effectively. Essentially, the more learners employ these targeted strategies, the greater their proficiency in English is likely to become. This concept emphasizes the pivotal role that strategic, intentional learning plays in achieving higher language proficiency levels.

According to Oxford, language learning strategies (LLS) were "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." LLS enhances students' recall, comprehension, and language application in various contexts, enhancing their retention and learning. Effective language acquisition necessitated the mastery of language learning strategies, and cultural factors substantially influenced the selection and implementation of these strategies. By contrasting human languages and cultures, Oxford and Gkonou communicated that "language and culture are interwoven." Additionally, Takeuchi (2019) observed that using learning strategies was "uniquely contingent upon the sociocultural contexts in which the learning was situated." In addition, as Cohen and Oxford asserted in Salam et al. (2020), language acquisition was enhanced by an understanding of language learning processes.

4.0 Conclusion

The students manifest all six language strategies in English, albeit to varying degrees. Among these strategies, metacognitive strategies are the most favored and adopted, while affective strategies are the least manifested. Affective strategies, which involve managing attitudes and emotions, may not always align with traditional learning approaches. Furthermore, fear of making mistakes or appearing vulnerable might contribute to reluctance to openly seek emotional support or express emotions in the learning process.

In addition, English teachers and learners often hold different perceptions regarding the manifestation of language learning adoption strategies due to their experiences, varying roles, and perspectives. Teachers equipped with pedagogical knowledge prioritize structuring lessons to encompass diverse strategies including memory, cognitive, comprehension, metacognitive, affective, and social interaction. Learners focus more on personal preferences, adapting strategies that align with their perceived effectiveness in language acquisition. Also, most students are at a foundational level, emphasizing that while many students have a basic understanding, there is a significant gap in achieving higher levels of mastery. This indicates potential areas for educational improvement or focused assistance to elevate overall proficiency.

Moreover, there is a direct connection between the utilization of specific learning strategies and proficiency in English. When learners actively engage these strategies during the language learning process, their overall proficiency tends to elevate. These strategies enable learners to understand nuances, navigate complexities, and regulate their learning effectively. The more learners employ these targeted strategies, the greater their proficiency in English is likely to become. This concept emphasizes the pivotal role that strategic, intentional learning plays in achieving higher language proficiency levels.

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The authors reviewed and approved the final work.

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7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

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