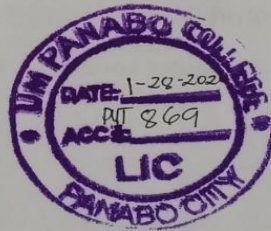


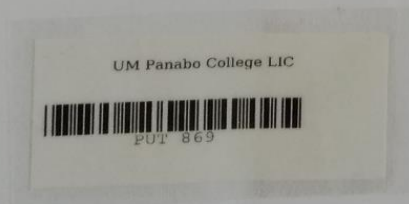
**STRATEGY INVENTORY FOR LANGUAGE LEARNING AND
COMMUNICATION SKILLS**

A Thesis
Presented to the Faculty of
UM Panabo College
Panabo City

In Partial Fulfillment
of the Requirements for the Course
Educational Research
(EdRes 1)



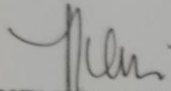
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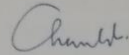
March 2020

ACCEPTANCE SHEET

This study entitled **STRATEGY INVENTORY FOR LANGUAGE LEARNING AND COMMUNICATION SKILLS**, prepared and submitted by **ABEGAIL A. TIMTIM, LORIE MAE P. CATUBIG AND KIMBERLY C. CELIZ**, in the Research Subject under the **Department of Teachers Education**, UM Panabo College, Panabo City is hereby accepted.




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APPROVAL AND ENDORSEMENT SHEET


This study entitled **STRATEGY INVENTORY FOR LANGUAGE LEARNING AND COMMUNICATION SKILLS**, prepared and submitted by **ABEGAIL A. TIMTIM, LORIE MAE P. CATUBIG AND KIMBERLY C. CELIZ**, in partial fulfilment of the requirements for the course Educational Research, has been examined and accepted, and is hereby endorsed.

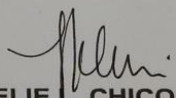

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Accepted and Approved, after examination during the final defense as per requirements of Educational Research (EdRes 1).

Favourably endorsed for approval to Dr. Liezel V. Chan, Dean of College of (UMPC) UM Panabo College, Panabo City


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ABSTRACT

This study dealt with the strategy inventory for language learning and its significant relationship to communications skills. A total of 27 second year BSED-ENGLISH students of UM Panabo College were asked to answer the survey on strategy inventory for language learning and survey on communication skills. A person-r correlation was used to assess the relationship of strategy inventory for language learning and communication skills. Findings showed a high level of strategy inventory for language learning and also a high level for communication skills. Therefore, strategy inventory for language learning have significant relationship with communication skills.

Keywords: Strategy Inventory for Language Learning and Communication Skills

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THE RESEARCHERS

Dedication

I dedicate the success of this study to my mother who loves me unconditionally and most especially to my sister for extending her support financially in completing this thesis, for without their constant support, this work would not be possible. Also, to my friends who imparted their knowledge and encouragement. And lastly, to Almighty God for the strength and perseverance he showered upon me on this meaningful journey.

-Abegail

I highly dedicate this book to Almighty God, for His guidance, knowledge and providing us a good life. Also I wholeheartedly dedicate this to my loving parents, my husband and my children, who were my inspiration and these people gave me enough courage when I almost give up and for their unconditional love. Lastly, to my friends and classmates who shared their advice and encouragement to complete this thesis.

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-Kimberly

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THE PROBLEM AND ITS SETTING

Background of the Study

The most common means of communication is through the English language. When a person has profound knowledge about the style, this results from effective communication. Communication skills recognized as essential elements in education, it has always played an essential role in everyone's life, especially communication through a language.

Globally, students in India are facing problems in communication skills due to an implicit rule growing up. They were told to talk in a small voice and not get noticed, especially in schools. Teachers have only the authority to speak, and students only listen, there were no two ways of communication. When teachers ask students any queries, students will hesitate to ask so that they will not appear foolish or dumb enough not to know or to seek to stand out from the crowd. Brainstorming or lateral thinking was unheard of in school and college. The discussion and debate were for the naturally extroverted, outgoing students who liked to talk along, fast, and hard (Mallapur, 2017).

In the Philippines, the need for relational abilities on the English language emerges beginning with kindergartens that their educators prepare not all to with the full-scale aptitudes in terms of communication skills. The Philippines is way behind both in oral and written communication in the English language contrasted with Asian and European nations. Before English was just a second language, but in terms of oral and written communication, the Philippines highly regarded as the best country. One explanation of the

crumbling factor that affects the enthusiasm for learning the English language, particularly in communication skills, is being overloaded with its subjects offering within the educational system of DepEd (Adolfo, 2011).

One of the students in a particular academic institution in Panabo City commented that a lack of confidence in speaking English as a second language is one of his struggles in terms of communication skills. Aside from it, the communication skills problem arises because of his limited vocabulary and fluency in the said language. He also added the word itself is making students' life miserable. It is not easy as it seems when learning it because the English language has rules and patterns to be followed, like constructing a sentence.

Furthermore, despite several innovations made to solve problems in communication skills, the researchers were determined to develop this study to seek possible factors affecting the communication skills of the students.

Statement of the Problem

The research is designed to explore and to determine the relationship between strategy inventory for language learning and communication skills among second-year BSED-ENGLISH at UM Panabo College, S.Y 2019-2020. Specifically, it sought to answer the following questions: What is the level of strategy inventory for language learning in terms of:

1. What is the level of strategy inventory for language learning in terms of:
 1. memory strategies;
 2. cognitive strategies;
 3. compensation strategies;

4. metacognitive strategies;
 5. affective strategies; and
 6. social strategies?
2. What is the level of communication skills in terms of;
 - 2.1 oral communication;
 - 2.3 written communication;
 - 2.3 non-verbal communication; and
 2. 4 visual communication?
 3. Is there a significant relationship between strategy inventory for language learning and communication skills?

Hypothesis

The null hypothesis was formulated and tested at 0.05 level of significance, which stated that there is no significant relationship between strategy inventory for language learning and communication skills.

Theoretical and Conceptual Framework

Presented in the academic and conceptual framework were the different theories that supported the conceptual paradigm, which shows the relationship between the variables.

This study was the anchor on the views of Oxford (1990), who developed the strategy inventory for language learning as an instrument to measure the language learning strategies. The two versions are SILL version 5.1 is used by native English speakers who are learning a foreign language and SILL version 7.0 used by non-English speakers who are learning English. Moreover, this is supported by Saleh (2005), who discussed that the use of

language learning strategies is usually the result of improved proficiency and achievement in a specific communication skills area.

As shown in figure 1, the independent variable is strategy inventory for language learning, and according to Oxford (1990), the SILL is a widely used instrument in language learning strategies researches. The LLS are grouped into six categories in SILL: memory strategies that used for retrieving and storing information, cognitive strategies used for production and comprehension, compensation strategies used for overcoming limitations in performance or linguistic knowledge, metacognitive strategies used for monitoring the learning, planning, organizing, affective strategies are used to manipulate emotions and control motivation and lastly, social policies used in cooperative interaction within learners.

The dependent variable in this study is communication skills, and according to UNESCO (2009), they pointed out that the language of communication is a speech, which refers to oral communication. It is when a message is orally transmitted. The written word or written communication that relates to send messages through a written medium. Body language refers to non-verbal communication and, lastly, through visual displays or electronic devices, which refers to visual communication, which means the transmission of ideas through visual symbols or forms.

Significance of the Study

This study will be a significant endeavor in promoting how strategy inventory for language learning can affect communication skills. It will also be beneficial to the following:

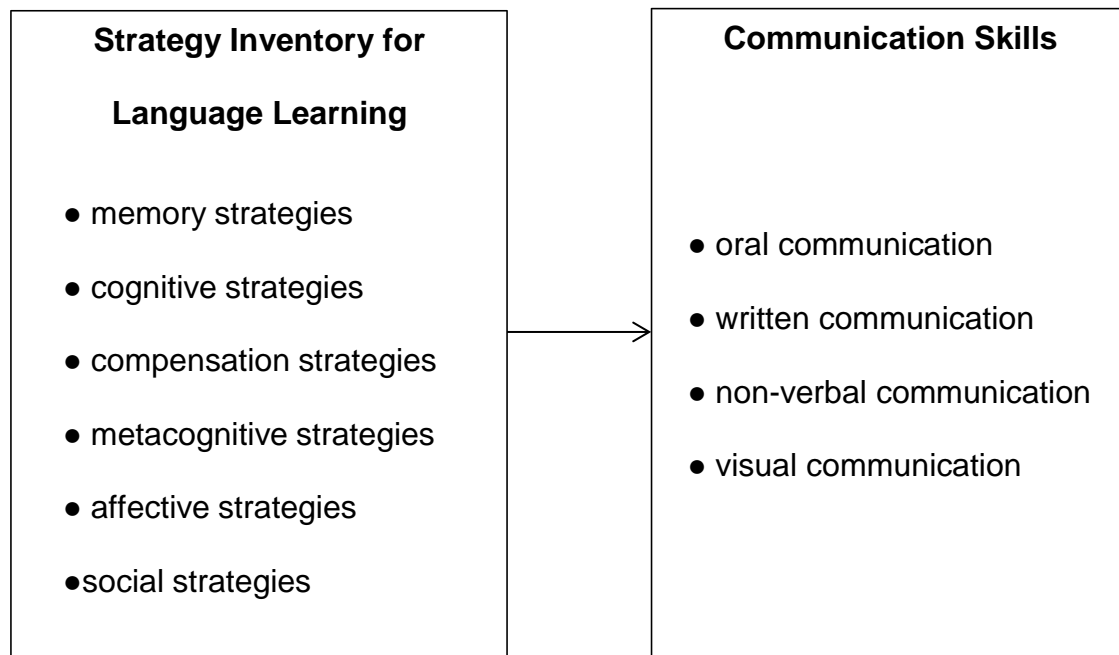
Independent Variables**Dependent Variables**

Figure1. Conceptual Framework Showing the Variables of the Study

Program Head. The findings of this study may assist them in providing a concise and measurable basis regarding language learning strategies. They could help them analyze and do possible interventions to improve with the learners.

Faculty. The result of this study will be helpful to teachers in realizing the importance of language learning strategy and its role to the learners.

Students. The outcome of this study serves as a guide to know what those factors are in language learning strategy that can affect their motivation to learn English.

Future Researchers. The product of this study will give ideas and guide on how to conduct their research connected to this study.

Definition of Terms

Presented herewith are the operational and universal definitions of some key terms in this study for easy understanding to the readers.

Strategy Inventory for Language Learning. It refers to a data collection tool to measure scores of diploma theses, doctoral dissertations, and masters' theses. This instrument is frequently used and has benefited learners, teachers, and especially researchers and has led to trend-setting and forward-looking publications about LLS researches (Gao, 2010; Gunning & Oxford, 2014). Operationally, strategy inventory for language learning refers to memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

Communication Skills. It refers to something that can bridge people to its environment or community with sufficient information. Likewise, this is about conveying and expressing humans' thoughts, notions, emotions, and

concepts with other human beings (Adolfo, 2012). Operationally, communication skills refer to oral communication, written communication, non-verbal communication, and visual communication.

Chapter 2

REVIEW OF RELATED LITERATURE

Presented in this section is the information from various authors who have conducted research relevant to this study. They were arranged into two categories, as the researchers focus on the strategy inventory for language learning and communication skills.

Strategy Inventory for Language Learning

A questionnaire for foreign and second language learners to analyze how language learning strategies (LLS) used was published almost 30 years ago. The instrument has amazingly benefited not only the learners but also the researchers and teachers, and it led to trend-setting and forward-looking studies about LLS (Gao, 2010; Gunning & Oxford, 2014).

The Strategy Inventory for Language Learning has widely used in LLS researches (Mizumoto & Takeuchi, 2018). The outcome of the instrument has achieved a prominent role in mixed-methods research and small scale studies also in large scale studies. Thus, this results in why SILL has expanded its purposes (e.g., Gavriilidou & Psaltou-Joycey, 2018).

According to Chen (2009) and Gunning (2011), SILL was used to examine the strategy used by school-aged learners in English as a second and foreign language studies. Also, an investigation of questionnaires confirmed the popularity of the Strategy Inventory for Language Learning (SILL) as the top data collection instrument in LLS researches (Mizumoto & Takeuchi, 2018).

The topic of language learning strategies is complex. There are different factors from which individuals can approach learning them, such as the effect on learning success, many factors affecting which strategies learners choose, and in different situations, what are strategies needed (Griffiths, 2013). Moreover, language learning strategies are conscious steps or behaviors used by language learners to further improve the acquisition, storage, retention, recall, and use of a few new information. These learning strategies in different languages help students applied language skills such as listening, writing, reading, and speaking in acquiring knowledge (Oxford, 2011).

Also, Oxford (2011) emphasized that LLS are teachable actions that learners choose from different alternatives and employ it for their other learning purposes. Learning strategies are deliberate and intentional, and this must not be confused with skills, which are out of awareness and automatic. The categorization of strategies is only meaningful to a specific extent. It can help organize the strategies into categories as a guideline in analyzing data. However, the strategic language learning can disaffiliate an approach from specific type due to its complexity and flexibility (Oxford, 2017 and Cohen, 2018)

Furthermore, Ardasheva and Tretter (2013) concluded that the SILL scale offers a suitable range of options for learners to select "a point on a continuum that best corresponds to their behavior," and they examined the variability statistics and central tendency of individual SILL items. Gunning (2011) highlighted that the Strategy Inventory for Language Learning (SILL) is

a strategy questionnaire that is frequently used in the whole world by numerous researchers.

Memory Strategies. In language learning strategy, memory strategies considered mental activities that are designed to improve encoding and retrieval, and it refers to any comprehensive set of essential techniques to enhance recall of what has been learned (Carney, 2011).

In the same way, Oxford, Cho, and Leong and Kim, as cited by Magno (2010), defined memory strategies as a process of storing information. There is an emphasis on storing and retrieving data for communication because this helps in enhancing the vocabulary learning. These strategies focus on creating connections and reviewing the information, where learners associate phrases and words with visual representations. Many learners use visual images of the early stages because this is an easy way to connect to phrases and words. Even though this strategy is less considered to be effective, this is essential in learning vocabulary quickly, which is significant specifically in the first phase of intermediate stages of language learning but not necessary after.

Cognitive Strategies. Cognitive strategies refer to analyzing, organizing information, reading aloud, and summarizing. It also included the use of a dictionary, which can also consider as a social strategy (Oxford, 2011). Schleifer & Dull (2009) believe cognitive processes is the reinforce thought processes and help to access cognitive purpose such as memorizing and comprehension. These cognitive strategies reacted to methods that act directly on the learning subjects and also prepare the tendency to increase the acquired information.

As eloquently stated by Oxford (2013), it conceived that cognitive strategies are those learners' aid in consolidating, elaborating, putting together, and transforming knowledge of the culture and the language also. Banisaeid (2010) was lead to a conclusion from his study "strategy based vocabulary acquisition and self-regulated learning," that learners who use more cognitive strategies in learning vocabulary are more self-regulated in their learning. Moreover, cognitive approaches are significant to improve the ability of learners in critical thinking and make the learners control or change the target language; these strategies are essential for learning the new acquainted language (Aslan, 2009).

Compensation Strategies. These strategies make the learners use the language either in writing or speaking; even there are knowledge gaps. These strategies are classified into two sets; guessing intelligently and overcoming a limitation in writing and speaking (Zare, 2012). Compensation strategy predicts the proficiency level of the students to a higher degree compared with other learning strategies.

Also, enhancement in learners' accomplishments is the frequent use of compensation strategies. The students refrain from the conversation or topics for which they have no adequate vocabulary knowledge, by that situation learners will switch to their first language or ask for help, is the example of these strategies (Moattarian & Tahririan, 2013; Tajeddin & Alemi, 2010; Zarei & Elekaei, 2013).

Metacognitive Strategies. Metacognitive strategies are mental executive skills, and its purpose is to manipulate cognitive strategies as well as to ensure a cognitive goal is achieved (De La Paz & Felton, 2010).

Metacognitive strategies enable learners to play an active role in the process of learning, to manage and direct, their knowledge, and eventually to find the best ways to practice and reinforce what they have learned (Chari et al., 2010).

Metacognitive increases the learners' autonomy and also its direction toward more individualized instruction, these strategies stand more significant role than other learning strategies because once a learner understands how to regulate his/her learning through the use of policy, language acquisition proceeds a faster rate (Fewell, 2010). Another study by Al-Buainain (2010) revealed that metacognitive strategies are involved in an individual's learning by evaluating, organizing, monitoring, planning, and these strategies help learners to gain control over their emotions and motivations related to language learning by self-monitoring.

Affective Strategies. Affective strategies are significant especially to those learners who do not have a motivation or support to learn from their teacher of class Oxford (2011) because it was both believed by Garay & Etxerbarria (2012) that effective strategies create and maintain the emotional side of the learners throughout the learning process. Affective strategies is considerably used, which is quite concerning as negative feelings can stunt progress even for there are earner who fully understands all the technical aspects of how to learn a new language valuable tools students use to overcome them, by drawing attention to the potential frustrations in learning (Cirkovic-Miladivonic, 2012 & Pilipovic, 2014).

Moreover, to develop abilities of the language learners in EFL (English as a Foreign Language), help to become independent and to be aware of the

ways the learners can learn most effectively are also the uses of affective strategy because these strategies manage the learners to interact with other in a prosperous manner and to maintain the attitudes and the feelings of the learners towards learning (Mostafavi & Vahdnay, 2016).

Social Strategies. Etxebarria, Garay & Romero (2012) viewed social strategies as social acts that learners employ to understand better in the target language. Benson and Cooker (2013) argue that language learning is a social process in the double sense that is grounded in social interaction and conditioned by social, cultural, and historical contexts. As contented Parra (2010), the use of communicative strategies (e.g., asking questions, cooperating and empathizing with others) is difficult in developing language interaction, as the same time, the interaction among the students and teachers also it contributes to support communication and critical thinking (Espitia, 2013).

In this regard, the social arenas in which the second language strategies emerge and develop are the language classrooms (Jang & Jimenez, 2011). Paredes (2010) conducted a study that social policies provide a more empathetic understanding and increased interaction. For example, asking the speaker to repeat, paraphrase, or slow down and so forth to aid the understanding.

Oxford (2011) also added that social strategies are believed to help language learners in terms of communication with socio-cultural aspects. In line with this, Orrego & Diaz (2010) also conducted a study about the use of social strategies, and it was found that it played a crucial role in fostering

interaction through allowing students to be more manipulative over their interactive practices.

Communication Skills

Communication is an on-going activity that has no beginning and end because of it a dynamic process based on (Samovar, Porter & McDaniel, 2015). Durukan (2010) explained that communication is a way of making an agreement and expressing thoughts that should make the meaning understandable to majority and communication should reflect the skill of establishing an active connection of the source, also, the expertise of using the language and non-verbal communication play most effectively in terms of communication.

Also, Ergün (2009) emphasized that to live a balanced life and to share feelings with another member of society, individuals living in a particular community have to communicate. Communication is having a good relationship in talking, discussion, changing ideas, and giving proper reactions. Even a person is very different, and it is necessary to tell that the process of communication starts and continues with people. In this process, the necessity to communicate is sharing the knowledge and the effort to create the same meaning according to (Gungor, 2011).

Likewise, as the statement mentioned above, the person who is capable of excellent communication skills is always accepted other as they based on "communication principles and basic skills." Pertaining to those person with excellent communication skills, during communication they speak well with calm voice, help those who need her or his input on any topic, do not pressure individual in having discussion with her or him, if they think they

would be off to others they share their experiences, it is necessary to express so they could articulate their ideas and emotions, during interaction asking questions about the things they would not understand. During non-verbal and active listening communication, they are consistent in their speech and body language to the harmony between the gestures and narrative and body language of the speaker; they mostly pay attention. Behind the words of the speaker, they understand the emotions. They are willing to communicate, so they could share their experiences with others verbally and by using body language. They are interested in having interaction with other individuals. They could quickly initiate discussion in any environment. They supply the luck into other individuals in a subtle way (Korkut Owen and Bugay, 2014).

According to Penbek, Yurdakul, & Cerit (2009), in a world that is globalized, college students need to enhance communication skills in several social settings. These offer assistance to the children to secure the dialect rapidly and effortlessly. Varun (2014), the topical approach makes a difference in the children to construct the dialect aptitudes such as listening, talking, reading, and writing.

As viewed by Lucanus (2017), communication abilities are crucial for students' scholastic and future career prospects. In today's challenging environment, students must not as it had learned mastery but to the imperative aptitudes to improve their learning and utilize capacity prospects within the future. Communication is a dynamic prepare because it includes interaction between two collectors. The most reason for discussion is to transmit considerations and convictions to another individual.

Moreover as Ihmeideh, et al. (2010) stated that,) expressed that, as a college student who is getting prepared to begin on their chosen career, he or she will take the opportunity in any exercises that created communication aptitudes in a more extensive and total perspective so that communication abilities can create entirely. Students should put in an exertion to build their communication aptitudes to be able to succeed in their chosen profession.

Yilmaz et al. (2009) also added that students must know distinctive communication skills that will be valuable in their proficient lives. Especially, knowing diverse communication skills within the proficient bunches that require coordinate contact with individuals is of extraordinary significance.

Oral Communication. Oral communication plays a crucial role in the life of the students is the process of bright ideas through the medium of speech (Lucanus, 2017).

In like manner, a most individual usually learn at homes about the basics of oral right. By teaching the students on how to interact with other learners and teachers, the learning environment makes a higher mark higher learning. Having proficiency in communication, learners will have a better career in life. Successful oral communication will up bring the process of socialization to meet new friends, and this will be the way to turn on the learning process. Communication abilities instill polish skill in talking styles, forms of self-expression toward others, and these characteristics would hold in their proficient life (Lucanus, 2017).

The message is the key to excellent verbal communication. The substance of the introduction should be pertinent to the gathering of people and the objectives of the presentation. Self-awareness is the beginning point

of excellent verbal communication. An individual who is mindful of his qualities and shortcomings can put within the required endeavors to make strides communication skills. Verbal communication isn't just the capacity to talk but, moreover, the ability to tune in. An aspiring verbal communicator should be willing to procure and sharpen his listening skills over some time (Lucanus, 2017).

Written Communication. As mentioned by Markle et al. (2013), written communication concerns the flexibility to effectively convey multiple varieties of messages in various forms to variable audiences through the written medium. Yet, writing is a different construct and is outlined otherwise among varied sources. Notions of what style of quality vary even among consultants (Behizadeh, 2014).

As emphasized by Murphy and Yancey (2008), contentions for the utilize of specific methods for evaluating students' writing regularly based on competing for hypotheses almost the nature of the writing construct-as a set of discrete aptitudes, as a cognitive (or guidelines) prepare that takes put over time and more recently, as a meaning-making and profoundly social movement that shifts over settings and purposes for writing.

Non-Verbal Communication. Doyle (2019) characterized non-verbal communication as signals, facial expressions, tone of voice, eye contact, body dialect, pose, and other ways individuals can communicate without utilizing the dialect. Illustration, after you are interviewing for work.

Indistinguishably, non-verbal is making explanation utilizing a few implies other than talked words. Paul Ekman, "We people, conversation with our vocal lines, but we communicate with our facial expressions, our tone of

voice and our entire body" (cited in Kumar, 2010). Face as dialect employs images to communicate meaning, our body, deliberately and unknowingly, carries messages, demeanors, the status of connections, temperaments, indifference, positive/negative sentiments, and so on (Kar & Kar, 2017).

Research about the field of non-verbal communication gets to be increasingly curious around the world and shown by the writing. Within the field of education, the universal intrigue is additionally increasing continuously within the educational impacts, particularly within the educating prepare of nonverbal communication and their integration into the present day and viable instructing and learning technique. Such parameters are facial expressions, body dialect, touching, and interpersonal approaches, and the utilize of voice, etc. (Stamatis, 2011).

Visual Communication. Communication through visuals is viable when substance and shape effectively associated with one another. Within the guidelines plan phrasing, the what (i.e., substance) and how (i.e., the way) of this message that the designer wants to communicate to the watchers includes a cover of both components that impact one's objective and subjective reality. That's what one sees and perceives around the same message is profoundly influenced by both the substance of that message and how it is transmitted to the group of onlookers, watchers, clients, and instructive wording to learners (Costello et al., 2012).

Clark & Mayer (2011) clarified the support of visual communication in learning in which "providing significant illustrations with content may be a demonstrated strategy of cultivating more profound cognitive preparing in

learners. In brief, learning is encouraged when the design and content work together to communicate the directions message".

Utilize of visuals in communication enhances the substance conveyed to learners, clearing the way into genuineness and resourcefulness of instruction. It encourages learning, for research indicates that learners illustrate higher intrigued within the message when they give visuals instead of they are displayed content (Clark & Mayer 2011).

In like manner, the skills in communication are crucial but are essential in language learning. The domains, as mentioned above of communication, help language learners to fully enhance the ability to use English not only limited for discussion but academic purposes as well.

In summary, the preceding discussions and presentations of different pieces of literature related to this study have contributed a lot in the focus of central variables, which are the strategy inventory for language learning and communication skills.

Chapter 3

METHOD

Presented in this chapter are the different parts of the research design, research respondents, research instruments, data gathering procedure, statistical treatment, and statistical tools of the study.

Research Design

The researchers in this study applied the correlational method of investigating problems. It is non-experimental research that means the characteristics of an individual or a group. It deals with the relationship between the two variables testing of hypothesis and development of theory and use of approaches that have universal validity.

Carague, Castolo & Naval (2009) stated that correlational studies are dependent on two variables present as dimensions of the same occurrence. Measures the interest of two variables correlated to assess the level of probability that they are interrelated with no or have a relationship to occur.

The research design implies the arrangement that aid conceptualizing variables handling of research methods, sampling of respondents, and handling of data analysis techniques. It is also the alignment of variables, conditions, and participants for the research.

Research Subjects

The participants in this universal sampling were twenty-seven (27) second-year BSED-ENGLISH students who were officially enrolled at UM Panabo College, S.Y. 2019 – 2020.

Research Instrument

The most common and efficient method for identifying students' learning strategies was through the use of questionnaires. In this study, the Strategy Inventory for Language Learning (SILL) questionnaire developed by Oxford (1990) was adapted to identify the most common language learning strategies among the second year BSED-English college students in terms of metacognitive, cognitive, compensation, metacognitive, affective and social policies. The researchers had modified the questionnaire from the original instrument in a manner that will not lead the respondents to confusion. Similarly, a table of specifications was prepared to refer to items that fall under each of the identified language learning strategies.

The second questionnaire dealt with communication skills that cover oral, written, non-verbal, and visual communication. It adapted from Washington's (2017) communications skills questionnaire. Likewise, the survey modified by researchers from the original instrument for appropriateness purposes. With the researchers' desire for the appropriateness of the items, the questionnaires of each variable were submitted and validated by the panel of experts, Dr. Jeanilyn E. Tacadena and Dr. Amelie L. Chico. Their feedbacks were taken into considerations and incorporated in the finalization and administration of the instruments.

Presented below are the descriptive rating and the equivalent, which were used to describe the level of the students' strategy inventory for language learning and communication skills.

To determine clearly the level of strategy inventory for language learning the following scale were used:

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	The strategies were performed in all cases.
3.41-4.20	High	The strategies were performed majority of the cases.
2.61-3.40	Moderate	The strategies were performed in many cases.
1.81-2.60	Low	The strategies were performed in few cases.
1.00-1.80	Very Low	The strategies were never performed.

For communications skills, the following graduations and their respective range of means and descriptions were used:

Scale	Descriptive Equivalent	Interpretation
4.21-5.00	Very High	Practiced all the time.
3.41-4.20	High	Practiced most of the time.
2.61-3.40	Moderate	Practiced several times.
1.81-2.60	Low	Practiced often time.
1.00-1.80	Very Low	Never practiced.

Data Gathering Process

The researchers observed the following processes during the conduct of the study:

Questionnaire Validation. The questionnaires were submitted to the panel for validation, and suggestions accounted for in the revision of the materials.

Permission to conduct a study. A letter was sent to the School Director, Dr. Celso L. Tagadiad, asking permission to allow the researchers to conduct a survey on strategy inventory for language learning and communication skills among second-year BSED-ENGLISH college students.

The admission of the study. Upon the approval to conduct the research, the researchers personally dispensed the questionnaire to the target respondents.

Retrieval of the Questionnaire. After administering the questionnaires, the data were immediately collected, tallied, and subjected to statistical interpretation.

Statistical Treatment of the Data

The data were analyzed and interpreted using the following appropriate analytical tools as follows:

Weighted Mean. It was used to determine the level of student engagement among selected UM Panabo College students in the instructional strategies.

Pearson Product Moment Correlation. It was used to determine the significant relationship between strategy inventory for language learning and communication skills.



Chapter 4

PRESENTATION AND ANALYSIS OF FINDINGS

Presented in this section are the discussions of the data on the strategy inventory for language learning of second-year BSED – ENGLISH at UM Panabo College in relation to their communication skills and the order of discussions is focused on the topics as follows: strategy inventory for language learning; communication skills; significant relationship between strategy inventory for language learning and communication skills.

Level of Strategy Inventory for Language Learning

The strategy inventory for language learning measured in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The responses of the respondents on each indicator are analyzed and presented below.

Table 1 presents the Strategy Inventory for Language Learning. The analysis revealed a grand mean score of 3.72 or *high*. It is evident in the data gathered that second-year BSED-ENGLISH students used different language learning strategies the majority of the cases for them to learn the English language.

Language learning strategies are teachable actions that learners choose from different alternatives and employ it for their second language learning purposes, as emphasized by (Oxford, 2011). Based on the findings, metacognitive strategies were reported to be the most preferred language

Table 1
Level of Strategy Inventory for Language Learning

Item No.	Memory Strategies	Mean	Descriptive Level
1.	Thinking of relationships between what are already known and new things in learning English.	3.96	High
2.	Using new English words in a sentence to remember them.	3.89	High
3.	Connecting the sound of a new English word and an image or picture of the word to help remember the word	3.81	High
4.	Remembering a new English word by making a mental picture of a situation in which the word might be used.	3.78	High
5.	Using rhymes to remember new English words.	3.41	High
6.	Using flashcards to remember new English words.	2.96	Moderate
7.	Physically acting out new English words.	3.19	Moderate
8.	Reviewing English lessons often.	3.67	High
9.	Remembering new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.56	High
Overall		3.58	High
Cognitive Strategies			
10	Saying or writing new English words several times.	3.89	High
11	Trying to talk like native English speakers.	3.93	High
12	Practicing the sounds of English.	4.15	High
13	Using the English words that were known in different ways.	4.00	High
14	Starting conversations in English	3.59	High
15	Watching English language TV shows spoken in English or goes to the movies spoken in English	4.11	High
16	Reading for pleasure in English	3.81	High
17	Writing notes, messages, letters or reports in English	4.00	High
18	Skimming-reading an English passage first (read over the passage quickly), then go back and read carefully	3.93	High
19	Looking for words in own language that are similar to new words in English	3.52	High
20	Trying to find patterns in English	3.44	High
21	Finding the meaning of an English word by dividing it into parts that I understand	3.67	High
22	Trying to translate word for word	3.26	Moderate
23	Making summaries of information was heard or read in English	4.04	High
Overall		3.81	High
Compensation Strategies			
	Understanding unfamiliar English words by guessing. whenever a word can't be think during a conversation in English.	3.63	High Using gestures
	Making up new words that are unfamiliar from right ones in English.	3.41	High
	Reading English without looking up every new word.	3.22	Moderate
	Trying to guess what the other person will say next in English.	3.52	High
	Using a word or phrase that means the same thing when an English word is not familiar.	3.93	High
Overall		3.54	High
Metacognitive Strategies			
30	Trying to find many ways to use my English.	3.89	High
31	Noticing my English mistakes and uses that information to help	4.22	Very High

and be better.

32	Paying attention when someone is speaking English.	4.19	High
33	Trying to find out how to be a better learner of English.	4.26	Very High
34	Planning a schedule to have enough time to study English	3.56	High
35	Looking for people to talk in English.	3.44	High
36	Looking for opportunities to read as much as possible in English.	3.85	High
37	Having clear goals for improving English skills.	4.00	High
38	Thinking about the progress in learning English.	4.04	High
	Overall	3.94	High
	Affective Strategies		
39	Trying to relax whenever feeling afraid of using English.	3.70	High
40	Encouraging own self to speak English even when afraid of making a mistake.	4.15	High
41	Giving own self a reward or treat when doing well in English.	3.59	High
42	Noticing if tense or nervous when studying or using English.	3.89	High
43	Writing down feelings in a language learning diary.	3.04	Moderate
44	Talking to someone else about the feeling when learning English.	3.41	High
	Overall	3.63	High
	Social Strategies		
45	Asking the other person to slow down or say it again when something in English is not being understood.	3.63	High
46	Asking English speakers to correct when talking.	3.63	High
47	Practicing English with other students.	3.89	High
48	Asking for help from English speakers	3.74	High
49	Asking questions in English.	3.85	High
50	Trying to learn about the culture of English speakers.	4.00	High
	Overall	3.79	High
	Grand Mean	3.72	High

Legend:

Scale	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

learning strategies by the students. From the earlier conclusion that metacognitive strategies are the most used as students preferred a more purposive and organized learning, these strategies can also be assumed to reflect on students' individual language learning preferences, which include the application of strategies that prepare them for the purposive learning.

Among the six indicators, metacognitive strategies gathered the highest overall mean of 3.94 or *high*. It means these strategies were performed in the majority of the cases. The most top way is item 33, *trying to find out how to be a better learner of English* got a mean of 4.26 or *very high*. It implies that for the second year BSED-ENGLISH students to learn the language, they usually search for various ways in which they can be better learners of English. However, the lowest mean is item 35, *looking for people to talk in English* with 3.44 or *high*. It indicates that the respondents are having difficulties interacting with others through the use of English.

This is followed by item 31 *noticing my English mistakes and uses that information to help and be better*, question 32 *paying attention when someone is speaking English*, item 38 *thinking about the progress in learning English*, item 37 *having clear goals for improving English skills*, item 30 *trying to find many ways to use my English*, item 36 *looking for opportunities to read as much as possible in English* and lastly, item 34 *planning a schedule to have enough time to study English*.

In general, the results are performed the majority of the cases, and it is high in terms of the use of metacognitive strategies by the respondents. It also reveals that second-year BSED-ENGLISH learn best when they try to seek ways on how they can be a better learner in learning English.

The next indicator is cognitive strategies that gathered an overall mean of 3.81 or *high*. The highest mean is item 12, *practicing the sounds of English* with 4.15 or *high*. The data shows that second-year BSED-ENGLISH students learn when they exercise the sounds of English. By doing this, they can quickly adapt newly encountered words, and it is easier for them to pronounce the language correctly. On the other hand, the lowest mean is item 22, *trying to translate word for word* with 3.26 or *moderate*. It explains that respondents have less interest in bringing words literally and rarely perform the act of trying not to translate word per word.

This is followed by item 15 *watching English language TV shows spoken in English or goes to the movies spoken in English*, item 23 *making summaries of information was heard or read in English*, item 13 *using the English words that were known in different ways* and item 17 *writing notes, messages, letters or reports in English*, item 11 *trying to talk like native English speakers* and item 18 *skimming-reading an English passage first (read over the reading quickly), then go back and read carefully*, item 10 *saying or writing new English words several times*, item 16 *reading for pleasure in English*, item 21 *finding the meaning of any English word by dividing it into parts that I understand*, item 14 *starting conversations in English*, item 19 *looking for words in own language that are similar to new words in English* and lastly, item 20 *trying to find patterns in English*.

The overall results on the respondents' use of cognitive strategies were performed the majority of the cases as they act directly on the learning subjects and also prepare the tendency to increase the acquired information in learning English. Notably, these different activities such as watching TV

shows, reading-skimming, practicing, trying to talk, making summaries, looking, or finding meaning with regards to the English language have a high impact on respondents in learning the language.

The next indicator is social strategies that got an overall mean of 3.79 or *high*, and the highest mean is item 50, *trying to learn about the culture of English speakers* with 4.00 or *high*. The researchers found out that second-year BSED-ENGLISH students learn best when they imitate the culture of an English speaker about how they do speaking professionally. However, the lowest mean are items 45 and 46, which both gathered the mean of 3.63 or *high*, *asking the other person to slow down or repeat it when something in English is not being understood* and *asking English speakers to correct when talking*. It means that when respondents do not understand something in English, they are not used to asking other people to slow down, and they are not fond of asking English speakers to correct them when they are talking.

It is followed by item 47 *practicing English with other students*, item 49 *asking questions in English*, and lastly, item 48 *asking for help from English speakers*. The overall results on the respondents' use of social strategies were performed the majority of the cases as they engaged learning through interacting with others. It reveals that asking and practicing are essential to respondents when learning English, and they learn best through learning English speakers' culture.

In continuation, affective strategies gained an overall mean of 3.63 or *high*, and the highest mean is item 40, *encouraging own self to speak English even when afraid of making a mistake* with 4.15 or *high*. It shows that respondents learn through uplifting their people regardless if they will commit

errors in creating sentences or statements. On the other hand, item 43 *writing down feelings in a language learning diary* got the lowest mean of 3.04 or *moderate*. The researchers discovered that they do not put too much attention on language learning diary when writing their feelings.

It is followed by item 42 *noticing if tense or nervous when studying or using English*, item 39 *trying to relax whenever feeling afraid of using English*, item 41 *rewarding own self or treat when doing well in English* and lastly, item 44 *talking to someone else about the feeling when learning English*.

In general, the results of affective strategies were performed the majority of the cases. It can be seen in table 1 that the uses of affective strategies were high. The data indicate that respondents learn English even they are afraid of making mistakes in speaking the said language, and they have the eagerness to learn English by encouraging their self.

The second-lowest overall mean is memory strategies with 3.58 or *high*. The highest mean score in this indicator is item 1, *thinking of relationships between what is already known and new things in learning English* with 3.96 or *high*. This interpreted that respondents learn the language by comparing their prior knowledge and their newly acquired English words for them to understand if words are connected. However, the lowest mean score is item 6, *using flashcards to remember new English words* with 2.96 or *moderate*. This shows that respondents are not usually using flashcards to recall newly learned English words.

This is followed by item 2 *using new English words in a sentence to remember them*, item 3 *connecting the sound of a new English word and an image or picture of the word to help remember the word* with mean of 3.81,

item 4 *remembering a new English word by making a mental picture of a situation in which the word might be used*, item 8 *reviewing English lessons often*, item 9 *remembering new English words or phrases by remembering their location on the page, on the board, or a street sign*, item 5 *using rhymes to remember new English words* and lastly, item 7 *physically acting out new English words*.

The overall result of the respondents' use of memory strategies is performed the majority of the cases as they engaged the use of mental activities in learning English. It also shows that second-year BSED-ENGLISH students are usually thinking of the relationships of prior knowledge and new words. Using, remembering, reviewing, and acting out new English words play high role to respondents in learning the language.

Among the six indicators, compensation strategies got the lowest overall mean of 3.54 or *high*. The highest mean is item 29, *using a word or phrase that means the same thing when an English word is not familiar* with 3.93 or *high*. It implicates that when respondents are unfamiliar with an English word, they look for alternative words or phrases and use it because respondents think both have the same definitions. However, the lowest mean is item 27 *reading English without looking up every new word* with 3.22 or *moderate*. It reveals that respondents are not best in learning the language when they read English without looking up the newly encountered words.

This is followed by item 24 *understanding unfamiliar English words by guessing*, item 25 *using gestures whenever a word can't think during a conversation in English*, item 28 *trying to guess what the other person will say*

next in English and lastly, item 26 making up new words that are unfamiliar from right ones in English.

The overall results on the respondents' use of compensation strategies were performed the majority of the cases as they enhance their accomplishments in learning the language through these strategies. It explains that by understanding, using gestures, making up new words, reading, and guessing the meaning of English words, it increases the respondents' learning about the language.

Level of Communication Skills

An essential variable in this study is communication skills in terms of oral communication, written communication, non-verbal communication, and visual communication. The responses on each indicator are discussed below.

Table 2 presents the level of communication skills, and the computations resulted in a grand mean score of 3.67 or a *high*. It reveals that the level of communication skills in terms of oral, written, non-verbal, and visual communication of second-year BSED–ENGLISH students are practiced most of the time.

Ilmeideh et al. (2010) reported that the attitudes towards communication skills among students are high because it is easier for students to develop their communication skills through appropriate activities. Based on the findings, visual communications were reported to be the most preferred communication skill that is being used by students. Studies in the field of visual communication have shown that pictures have a powerful impact by increasing viewer's attention often more effectively than text (Fahmy, 2014).

Table 2
Level of Communication Skills

Item No.	Oral Communication	Mean	Descriptive Level
1	Presenting with ease in seminars and conferences	3.41	High
2	Taking lead in Group discussion or debates	3.44	High
3	Talking confidently and eloquently in student meetings and presentations	3.15	Moderate
4	Able to persuade and get things done in teams	3.41	High
5	Able to give constructive feedback	3.44	High
6	Showing interest and attention to others during discussion	3.78	High
7	Style of communicating the message is simple and clear	3.81	High
8	Giving time for others to respond or clarify	3.85	High
9	Maintaining phone etiquettes	3.59	High
10	Participating in role-plays to disseminate information	3.81	High
	Overall	3.57	High
Item No.	Written Communication	Mean	Descriptive Level
	Has the ability to gather information from different sources and report professionally		
11		3.81	High
12	Creative in preparing presentation materials	3.67	High
13	Able to prepare technical and business reports as per standards	3.48	High
14	Has the ability to prepare newsletters and bulletins	3.30	Moderate
15	Maintaining clarity and flow in writing reports	3.52	High
16	Writing is free of grammatical and spelling errors	3.48	High
17	Has the ability to write business correspondence professionally	3.33	Moderate
	Overall	3.51	High
Item No.	Non-Verbal Communication	Mean	Descriptive Level
	Easily recognizes emotions (anger, disappointment, joy and so on) while communicating with others		
18		3.56	High
19	Paying attention to the body language when communicating with others	3.63	High
20	Careful in using gestures and facial expressions during face-to-face interaction	3.63	High
21	Does not distract audience by using needless gestures	3.52	High
22	Maintaining professional posture during meetings and presentation	3.78	High
	Overall	3.62	High
Item No.	Visual Communication	Mean	Descriptive Level
23	Using tables and figures to stress details	3.63	High
24	Expressing ideas through pictures and illustrations	3.85	High
25	Supporting presentation with graphs and diagrams to elaborate points	3.93	High
26	Taking efforts to prepare models for displaying information	4.04	High
27	Well-versed in using different visual tools for strengthening point	4.04	High
	Overall	3.90	High
	Grand Mean	3.67	High

Legend:

Scale	Descriptive Equivalent
4.21-5.00	Very High
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very Low

Among the four indicators in this variable, visual communication revealed the highest overall mean of 3.90 or *high*. The highest mean are items 26, *taking efforts to prepare models for displaying information* and 27 *well-versed in using different visual tools for strengthening point* with 4.04 or *high*. It implies that the respondents used to making models in presenting information with effort as well as respondents are best at using various visual tools to strengthen the use of language. However, the lowest mean is item 23, *using tables and figures to stress details* with 3.63 or *high* I. It is notable that second year BSED-ENGLISH students have less knowledge in using graphs and tables to specify details.

The other items are 25 *supporting presentations with graphs and diagrams to elaborate points* and 24 *expressing ideas through pictures and illustrations*.

In general, the respondents' use of language in communicating visually is practiced most of the time. It implies that respondents make use of visual representations to learn the use of communication, such as expressing ideas through pictures, using graphs, tables, and figures to explain information further. Through visuals, with a valid form and content, respondents successfully interact with one another with the use of language.

The next indicator is non-verbal communication that got an overall mean of 3.62 or *high*. The highest way is item 22, *maintaining professional posture during meetings and presentations* with 3.78 or *high*. The researchers discovered that respondents are best when learning the use of language by continuing their attitudes during different events. However, item 21 *does not distract the audience by using needless gestures* got the lowest mean of 3.52

or *high*. It explains that the second year BSED-ENGLISH students can easily be distracted by the audience by using unnecessary actions when communicating.

Next is item 19, *paying attention to the body language when communicating with others* and item 20 *careful in using gestures and facial expressions during face-to-face interaction*, and lastly, item 18 *easily recognizes emotions (anger, disappointment, joy, and so on) while communicating with others*.

As presented in the table, it reflected evidently that communication through non-verbal is practiced most of the time. This reveals that through gestures, respondents learned the use of language. Because of this, they can easily recognize emotions as well as paying attention to different actions considered as gestures, and they are conscious of using carefully gestures to communicate.

The itemized responses of the oral communication indicator generated an overall mean of 3.57 or *high*. The highest mean is item no. 8, *giving time for others to respond or clarify* of 3.85 or *high*. To the researches, this implies that respondents give time for clarifications and wait for a response when they do not understand something. However, the lowest mean is item 3, *talking confidently and eloquently in student meetings and presentations* with 3.15 or *moderate*. It explains that the second year BSED-ENGLISH students are not often communicating orally because they have less interest when talking confidently and eloquently in different activities.

The succeeding mean scores are item 7 *style of communicating the message is simple and clear* and item 10 *participating in role-plays to*

disseminate information, item 6 *showing interest and attention to others during discussion*, item 9 *maintaining phone etiquettes*, item 2 *taking the lead in group discussion or debates* and item 5 *able to give constructive feedback and lastly*, item 1 *presenting with ease in seminars and conferences* and item 4 *able to persuade and get things done in teams*.

In general, the table reflects that the second year BSED-ENGLISH least perform talking confidently and eloquently in student meetings and presentations than the other items on this indicator. However, the oral communication indicator gathered a high descriptive level, which means it is practiced most of the time, and respondents were applying their learning activities.

The last indicator and with the lowest overall mean of 3.51 or *high* is written communication. The highest mean is item 1 *has the ability to gather information from different sources and report professionally* with 3.81 or *high*. The result explains that respondents are used to collecting data from various sources and do their reports professionally in terms of writing. On the other hand, item 14 *hand the ability to prepare newsletters, and bulletins* got the lowest mean of 3.30 or *moderate*. It clearly shows that students are not fond of making newsletters and bulletins because they have the least ability on it.

It is followed by item 12 *creative in preparing presentation materials*, item 15 *maintaining clarity and flow in writing reports*, item 13 *able to make technical and business reports as per standards* and item 16 *writing is free of grammatical and spelling errors* and lastly, item 17 *has the ability to write business correspondence professionally*.

Generally, it can be seen in the table that second year, BSED-ENGLISH students are active in communicating through the medium of writing because of high descriptive level. However, there may be aspects of insufficiency affecting the use of language; the respondents' willingness to engage in communication through written communication is concerned is practiced most of the time.

Significant Relationship Between Strategy Inventory for Language Learning and Communication Skills

Presented in Table 3 is the significant relationship between strategy inventory for language learning and communication skills. The r -value is 0.726, and the P -value of 0.000 is less than 0.05 level. Therefore the null hypothesis is rejected. It means that there is a significant relationship between strategy inventory for language learning and communication skills. The result agrees Oxford's (1990) theory as cited by Kitakawa (2008), which states that the main goal in employing language learning strategies is to achieve the broad communicative competence by utilizing strategy inventory for language learning to evaluate students.

Moreover, Oxford's (1990) theory, as cited by Cohen (2003), stated that language learning strategies are especially important because they are tools for active, self-directed involvement, which is essential for developing communicative competence. The role of LLS by the use of the Strategy Inventory for Language Learning is to help the learners participate actively in such authentic communication.

Table 3**Significant Relationship between Strategy Inventory for Language Learning and Communication Skills****Correlation Coefficient**

	Communication Skills
Strategy inventory for language	0.726

P-value (0.000) < 0.05

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Presented in this chapter are summary, conclusion, and recommendation on students' responses to the strategy inventory for language learning and communication skills.

Summary of Findings

The study determines the significant relationship between strategy inventory for language learning and communication skills. The following are the findings of the study:

1. The mean result for strategy inventory for language learning in terms of memory strategies is 3.58; the cognitive strategies is 3.81; the compensation strategies is 3.54; the metacognitive strategies is 3.94; the affective strategies is 3.63; the social strategy is 3.78; and the overall mean 3.71 which described that strategy inventory for language learning were performed majority of the cases.

2. The mean result of communication skills in terms of oral communication is 3.57; the written communication is 3.51; the non-verbal communication is 3.62; the visual interface is 3.90; the overall mean is 3.67, which implies communication skills were practiced most of the time.

3. The r-value is 0.726, with a P-value of 0.000 is less than 0.05 level. Thus, H_0 is rejected.

Conclusion

Based on the findings of the study, the following conclusion is drawn: 1. The level of strategy inventory for language learning in terms of memory, cognitive, compensation, metacognitive, affective, and social strategies is high. 2. The level of communication skills in terms of oral, written, non-verbal, and visual communication is high. 3. There is a significant relationship between strategy inventory for language learning and communication skills.

Recommendation

In the light of preceding findings and conclusion, the following suggestions are suggested:

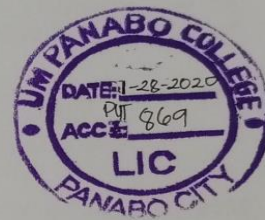
1. The teacher may employ activities with the use of flashcards that have new English words written on it to enhance learners' retrieval of information.

2. The teacher may require to search for new English words and to do some vocabulary learning activities every day before starting the class to facilitate learning.

3. The teacher may introduce a short story to the student using the different types of translation, such as semantic translation, to avoid using a literal translation that may distort the meaning of the text.

4. The teacher may establish a routine and engage students in journal writing to capture students' thoughts, feelings, and memories.

5. Learners may regularly participate in different speaking skills activities to improve students' confidence in communicating.
6. Learners may exercise working on how to prepare newsletters and bulletins to enrich creativity in interactive displays.
7. Another study may be conducted using another variable to determine the communication skills of the students.



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APPENDICES

Appendix A

Letter of Permission to Conduct the Study

July 11, 2019

DR. CELSO L. TAGADIAD
 School Director
 UM Panabo College
 P.N Arguelles St., Panabo City



Dear Sir:

Good day!

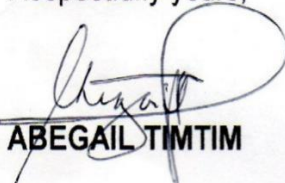
The undersigned are the fourth year BSED-ENGLISH students of UM Panabo College who are conducting a research entitled **Strategy Inventory for Language Learning and Communication Skills**.

In line with this, we are humbly asking for your permission to allow us to conduct our study to the second year students of UM Panabo College specifically the BSED-ENGLISH students and we assure that the data shall be treated with utmost confidentiality.

We highly appreciate your positive response to this matter.

Thank you and God bless.

Respectfully yours,

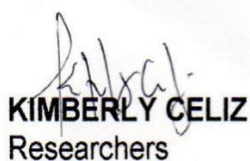


ABEGAIL TIMTIM



LORIE MAE CATUBIG

Noted by:



KIMBERLY CELIZ
 Researchers



MARIESEL A. LAUREL, Ed. D
 Research Adviser

Appendix B – 1**Letter of Validation**

July 3, 2019

Dr. AMELIE L. CHICO
Research Coordinator
UM Panabo College
Panabo City

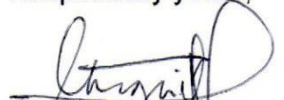
Ma'am:


You are one of the chosen evaluators of our questionnaire on our research study entitled **Strategy Inventory for Language Learning and Communication Skills**.

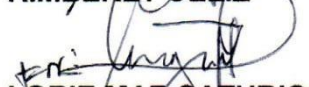
In view of this, it would be appreciated much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contributions to this request.

Respectfully yours,


ABEGAIL A. TIMTIM


Pr:
KIMBERLY CELIZ


Pr:
LORIE MAE CATUBIG
Researcher

Noted by:


MARIESEL A. LAUREL, Ed. D
Research Adviser

Appendix B – 2**Letter of Validation**

July 3, 2019

Dr. JEANILYN E. TACADENA
Professor
UM Panabo College
Panabo City

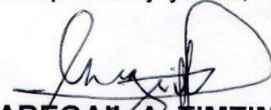
Ma'am:

You are one of the chosen evaluators of our questionnaire on our research study entitled **Strategy Inventory for Language Learning and Communication Skills**.


In view of this, it would be appreciated much if you can share your expertise by rating its contents. It would be a great help also for the undersigned if you can write comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contributions to this request.

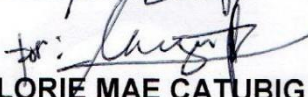
Respectfully yours,



ABEGAIL A. TIMTIM



for: **KIMBERLY CELIZ**



for: **LORIE MAE CATUBIG**
Researcher

Noted by:



MARIEELA A. LAUREL, Ed. D
Research Adviser

Appendix D

Survey Questionnaire

Strategy Inventory for Language Learning and Communication Skills

(Oxford, 1990) and (Washington, 2017)

Part I: Profile of the Respondents

Name: _____ Program: _____



Year Level: _____ Date: _____

The questionnaire is divided into two categories; the strategy survey version 7.0 of SILL that is being used by non-English speakers who are learning English (ESL or EFL students) and measures of communication skills based on ORAL, WRITTEN, NON-VERBAL and VISUAL. Please check (/) the box to which the item describes your level. Use the following scale as your guide.

- | | |
|--------------------|--|
| 5-ALWAYS | This means that the statement is true of you all the time. |
| 4-OFTEN | This means that the statement is true of you most of the time. |
| 3-SOMETIMES | This means that the statement is true of you about half of the time. |
| 2-SELDOM | This means that the statement is true but less than half the time. |
| 1-NEVER | This means that the statement is not true of you. |

PART II: Strategy Inventory for Language Learning

A: Memory Strategies	5	4	3	2	1
1. I think of relationships between what I already know and new things I learn in English					
2. I use new English words in a sentence so that I can remember them					
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word					
4. I remember a new English word by making a mental picture of a situation in which the word might be used					
5. I use rhymes to remember new English words					
6. I use flashcards to remember new English words					

7. I physically act out new English words					
8. I review English lessons often					
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign					
PART B: Cognitive Strategies					
10. I say or write new English words several times					
11. I try to talk like native English speakers					
12. I practice the sounds of English					
13. I use the English words I know in different ways					
14. I start conversations in English					
15. I watch English language TV shows spoken in English or go to the movies spoken in English					
16. I read for pleasure in English					
17. I write notes, messages, letters or reports in English					
18. I first skim-read an English passage (read over the passage quickly), then go back and read carefully					
19. I look for words in my own language that are similar to new words in English					
20. I try to find patterns in English					
21. I find the meaning of an English word by dividing it into parts that I understand					
22. I try not to translate word for word					
23. I make summaries of information that I hear or read in English					
C: Compensation Strategies					
24. To understand unfamiliar English words I make guesses					
25. When I can't think of a word during a conversation in English, I use gestures					
26. I make up new words if I do not know the right ones in English					
27. I read English without looking up every new word					
28. I try to guess what the other person will say next in English					
29. If I can't think of an English word, I use a word or phrase that means the same thing					
D: Metacognitive Strategies					
30. I try to find as many ways as I can to use my English					
31. I notice my English mistakes and use that information to help me do better					
32. I pay attention when someone is speaking English					

33. I try to find out how to be a better learner of English					
34. I plan my schedule so that I will have enough time to study English					
35. I look for people I can talk to in English					
36. I look for opportunities to read as much as possible in English					
37. I have clear goals for improving my English skills					
38. I think about my progress in learning English					
E: Affective Strategies					
39. I try to relax whenever I feel afraid of using English					
40. I encourage myself to speak English even when i am aTraia of making a mistake					
41. I give myself a reward or treat when I do well in English					
42. I notice if I am tense or nervous when I am studying or using English					
4?. I write down my feelings in a language learning diary					
44. I talk to someone else about how I feel when I am learning English					
F. Social Strategies					
4S. If I do not understand something in English, I ask the other person to slow down or say it again					
46. I ask English speakers to me when I talk					
47. I practice English wttth other students					
48. I ask for help from English speakers					
49. I ask questions in English					
50. I try to learn about the culture of English speakers					


A. Oral Communication	5	4	3	2	1
1.Presents with ease in seminars and conferences					
2.Takes lead in Group discussion or debates					
3.Talks confidently and eloquently in student meetings and presentations					
4.Able to persuade and get things done in teams					
5 Able to give constructive feedback					

6. Shows interest and attention to others during discussion					
7. Style of communicating the message is simple and clear					
8. Gives time for others to respond or clarify					
9. Maintains Phone eti					
10. Participates in role-plays to disseminate information					
B. Written Communication					
11. Has the ability to gather information from different sources and report professionally					
12. Creative in preparing presentation materials					
13. Able to prepare technical and business reports as per standards					
14. Has the ability to prepare newsletters and bulletins					
15. Maintains clarity and flow in writing reports					
16. Writing is free of grammatical and spelling errors					
17. Has the ability to write business correspondence professionally					
C. Non-Verbal Communication					
18. Easily recognizes emotions (anger, disappointment, joy and so on) while communicating with others					
19. Pays attention to the body language when communicating with others					
20. Careful in using gestures and facial expressions during face-to-face interaction					
21. Does not distract audience by using needless gestures					
22. Maintains professional posture during meetings and presentation					
D. Visual Communication					
23. Uses tables and figures to stress details					
24. Expresses ideas through pictures and illustrations					

25.Supports presentation with graphs and diagrams to elaborate points					
26.Takes efforts to prepare models for displaying information <u>quettes</u>					
27.Well-versed in using different visual tools for strengthening point					

Appendix F – 1

Certificate of Appearance

 The image may have been rotated. The image may have been rotated or distorted. Please check the image in the original document.

(The remainder of the page is blank, intended for a signature or stamp.)

Appendix E

Grammarly

Certification

Chapter-1-5
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Chapter 1

THE PROBLEM AND ITS SETTING
Background of the Study
The most common means of communication in English language. When a person has professional communication skills recognized as essential for education, it has always played an essential role in especially communication through a large organization. Globally, students in India are facing problems due to an implicit rule growing up. Their small voice and not get noticed, especially in a large organization.

Performance
Text score: 99 out of 100. This score represents the quality of writing in this document. You can increase it by addressing Grammarly's suggestions.

Word Count

Characters	62,551	Reading time	32 min 12 sec
Words	8,583	Speaking time	1 hr 1 min
Sentences	427		

Readability

Grade level	6.4	Score	64
Writing style	19.9	Score	19.9
Reading time	32	Score	32

Overall score: 99
See performance


Goals
Adjust goals

All alerts

- Correctness: **Strongly good**
- Clarity: **Good**
- Engagement: **Needs work**
- Delivery: **Strongly good**

CATUBIG TIMTIM CELIZ

CONGRATULATIONS GRAMMARLY RESULT 99%


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Occupation : Housewife
Father's Name : Leonilo P. Celiz
Occupation : Laborer

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Course : Bachelor of Secondary Education - English

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Secondary : North Davao Colleges
Address : Brgy. Gredu, Panabo City
Year-Graduated : 2014 - 2015
Primary : Kasilak Elementary School
Address : Prk. 1 Kasiak Panabo City
Year-Graduated : 2010 - 2011



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Year-Graduated : 2019 - 2020
Secondary : North Davao Colleges
Address : Brgy. Gredu, Panabo City
Year-Graduated : 2013 - 2014
Primary : Panabo Central Elementary School
Address : Brgy. San Francisco, Panabo City
Year-Graduated : 2009 - 2010