

E-Learning Related Attitudes, English Language Learning Strategies, And Academic Performance In English Of Grade 9 Students Of Divine Word College Of San Jose

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Abstract.

This study aimed to assess students' academic performance in English by looking through their e-learning related attitudes and their English language learning strategies. Descriptive-correlational and descriptive-predictive research designs were used in this study. Respondents of the study were 150 Grade 9 students of who were enrolled in English 9 synchronous learning and were selected through probability sampling. Respondents' attitude toward e-learning was measured using Test of E-learning Related Attitude (TeLRA) Scale and the extent of English language learning strategies of the students was measured using Strategy Inventory of Language Learning (SILL). Their academic performance in English was measured based on their quarterly grades in their English subject. Results of the study revealed that the students have neutral attitude toward e-learning and they use English language learning strategies such as affective, memory compensation, metacognitive, cognitive, and social strategies at a high extent. The students were found highly proficient in English. No significant relationship was found between and among e-learning related attitudes, English language learning strategies, and academic performance in English. Moreover, only metacognitive strategies best predicts academic performance and only challenges of e-learning best predicts the English language learning strategies of the students. This study concluded that e-learning attitude and English language strategies has nothing to do with students' academic performance in English.

Keywords: attitudes toward e-learning; English language learning strategies, academic performance in English, junior high school students

I. INTRODUCTION

Background of the Study

The digital transformation of education systems in all levels has allowed incorporating a new teaching-learning ecosystem called e-learning. The COVID-19 pandemic caused the closing of classrooms all over the world and forced 1.5 billion students and 63 million educators to suddenly modify their face-to-face academic practices, wherever possible. This situation showed the strengths and weaknesses of education systems facing the challenge of digitalization (Berrocoso et al., 2020). E-learning has been a great means towards continuous learning. Some schools have done it successfully, while some faced major concerns and issues from students, parents, and even their own teachers (Tuscano, 2020). With the world reeling from the effects of COVID19, everyone is now forced to conduct transactions online, making it accessible for more people. In terms of English language learning, international teachers and online classes are now available from the comfort of the student's home which makes learning English more convenient and efficient (Del Rosario, 2020). English language is one of the most important languages in the present era. From education to business, in all the spheres it is the utmost need to be efficient in English language. Worldwide expansion of English Language has increased the demand to acquire good communication skills in English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English language and claim to have a "mental block" against learning English (Bashir & Zafar, 2018).

In this time of pandemic, Divine Word College of San Jose is currently conducting customized online learning in all subjects including English. As an English teacher of Grade 9 students of Divine Word College of San Jose, the researcher observed that most of her students are having difficulties in learning English. This result can be seen in their academic performances. The aforementioned observation is also supported by Racca and Lasaten (2016), that various studies reveal that the quality of education in the Philippines is continuously declining and this is evident in the results of achievement test and board performance. These phenomenon can be attributed to their proficiency in the English language .This study

was conceptualized since most studies done by researchers like Ushida (2005); Vonderwell (2003); Vovides, et. al. (2007); & Davies, J., & Graff, M. (2005) with regards to E-Learning related attitudes, English language learning strategies, and academic performance in English of the students were conducted during traditional or face-to-face mode of delivery. However, this study is conducted during the new normal using the new modality. It has been documented that language learning strategies not only promote language learning but also contribute to increase learner-directed learning. Strategy use in contexts where language learners do not have access to a classroom environment remains largely unexplored and the demands that are placed on learners in distance education has been neglected. Thus, there is a need to study on how to determine the extent of English language learning strategies of students as affected by the level of their English academic performance to improve the delivery of instruction for better English online learning (Ghani, 2003). Therefore, research on language learning strategies can produce insights that can better guide language learners. Students and instructors will perceive e-learning as effective if they recognize that it would help them improve their learning and teaching effectiveness and efficiency. Hence, results of this study will shed light on the current situation of students in English online learning as affected by the level of their academic performance and their related attitudes towards e-learning. Thus, significance of this study will be realized by most students, especially those who are experiencing anxiety in English language.

Statement of the Problem

Generally, this paper determined the level of the academic performance in English of Grade 9 students of Divine Word College of San Jose as affected by their e-learning related attitudes and the extent of English language learning strategies.

Specifically, it answered the following questions:

1. What is the e-learning related attitudes of the students in terms of:
 - a. Challenges of e-learning;
 - b. Benefits from e-learning;
 - c. Attitude on using computer systems; and
 - d. Leisure interest on e-learning innovations and use of computers?
2. What is the extent of English language learning strategies of the students in terms of:
 - a. Affective;
 - b. Memory;
 - c. Compensation;
 - d. Metacognitive;
 - e. Cognitive; and
 - f. Social?
3. What is the level of academic performance in English of the students?
4. Is there a significant relationship between and among the e-learning related attitudes, the extent of English language learning strategies, and level of academic performance in English of the students?
5. Which factor of the e-learning related attitudes best predicts the level of academic performance in English of the students?
6. Which factor of the English language learning strategies best predicts the level of academic performance in English of the students?
7. Which factor of the e-learning related attitudes best predicts the English language learning strategies of the students?

Objectives of the Study

The purpose of this paper is to find out association between and among the e-learning related attitudes, the English language learning strategies, and level of academic performance in English of the Grade 9 students of Divine Word College of San Jose. More specifically, this study aimed to:

1. Identify the e-learning related attitudes of the students in terms of:
 - a. Challenges of e-learning;
 - b. Benefits from e-learning;
 - c. Attitude on using computer systems; and

- d. Leisure interest on e-learning innovations and use of computers.
2. Determine the extent of English language learning strategies of the students in terms of:
 - a. Affective;
 - b. Memory;
 - c. Compensation;
 - d. Metacognitive;
 - e. Cognitive; and
 - f. Social.
3. Identify the level of academic performance in English of the students.
4. Test if there is a significant relationship between and among the e-learning related attitudes, the extent of English language learning strategies, and level of academic performance in English of the students.
5. Determine which factor of the e-learning related attitudes best predicts the level of academic performance in English of the students.
6. Find out which factor of the English language learning strategies best predicts the level of academic performance in English of the students.
7. Find out which factor of the e-learning related attitudes best predicts the English language learning strategies of the students.

Statement of Hypothesis

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

1. There is no significant relationship between and among the e-learning related attitudes, the extent of English language learning strategies, and level of academic performance in English of the students.
2. None of the factors of the e-learning related attitudes best predicts the level of academic performance in English of the students.
3. No factor of the English language learning strategies best predicts the level of academic performance in English of the students
4. None of the factors of the e-learning related attitudes best predicts the English language learning strategies of the students.

Significance of the Study

This study shall bear significance to the following:

Students. This study will help students to gain insights on how to improve their attitude toward English learning so as to enhance their knowledge and abilities. Students may also develop the necessary skills and strategies for English online learning.

Teachers. This will help them in monitoring the previous performances of their students in order to assess future results. It will serve as basis in the designing of English language e-learning activities for the students. This will also oblige them to reflect on their online teaching practices and styles.

Administrators. For them to be aware of the level of academic performance in English of the students enrolled in their institution as well as their attitudes and strategies toward learning English in the new normal. The administrators can use the results of this study as a basis for encouraging teachers to inject meaningful online English teaching strategies in order to enhance students' attitude and English performance.

Parents. Results of this study will provide parents with awareness on their children's attitude toward online English learning. Thus, they will be able to offer necessary scaffold to strengthen their children's attitude, learning strategies, and academic performance.

Future Researchers. Once a better understanding of how English performance is affected by e-learning related attitudes as well as English language learning strategies, information becomes available for other researchers to better explore of indicators of English performance.

Scope and Limitations of the Study

This study was limited to the 150 students of Divine Word College of San Jose who are enrolled in English online learning during the school year 2020-2021. This study was conducted on the third quarter of the said school year. Furthermore, this study focused on the academic performance of the students as influenced by the identified variables namely, English e-learning attitudes and English language learning strategies. It is not the aim of the study to investigate the challenges encountered by students in English e-Learning and factors that affect the English language learning strategies of the students belonging to other year levels. The instrument used in assessing language learning strategy of the respondents was Strategy Inventory of Language Learning (SILL) established by Oxford. In the same manner, Test of e-Learning Related Attitudes (TeLRA) Scale (Kisanga & Ireson, 2016) was used to measure the e-Learning attitudes of the students. So, the results generated by the instruments are peculiar to the instruments themselves.

II. REVIEW OF RELATED LITERATURE

This section provides conceptual and research literature both in foreign and local settings on the concepts of academic performance in English, e-learning related attitudes, and coping strategies employed by the learners.

E-Learning Related Attitudes

One of the factors that could seriously affect students' attitudes and perspectives to e-learning is their skills and experience in using technologies. Lack of skills can lead to technological barriers which cause increase of anxiety and demotivation for online learning and vice versa, good skills and confidence in working with digital technologies could create positive attitudes towards the introduction of online learning (Peytcheva-Forsyth et al., 2018). In a study of Sabah (2013), results revealed that the positive attitude of students towards e-learning are scheduling flexibility, reducing costs and time saving, where students have the opportunity to learn regardless of location or time. Hence, e-learning is a solution for employed students, allowing them to adapt their learning schedule to their job hours. However, the negative attitude of students towards e-learning is the incapability of student to use technology tools efficiently (writing software, internet browsing and email communication) and unavailability of certain technologies. Such incapability enforces students to encounter emotional problems (frustration and insecurity feeling). These emotions appear due to the lack of human interaction with colleagues and teachers. Hence, students with low motivation are not in favor of adapting e-learning.

Challenges of e-learning

Despite the claims that e-Learning can improve the education quality, Dowling et al. (2003) argue that making learning materials available online results in improved learning results only for specific forms of collective assessment. Also Mayes (2004) asked a question of whether e-Learning is simply a support device for existing methods of learning. The most noticeable condemnation of e-Learning is the complete absence of vital personal interactions, not only between learners and instructors, but also among colleague learners.

According to Almosa (2002), when it comes to improvement in communication skills of learners, e-learning as a method might have a negative effect. The learners, though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others. Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating. E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste. E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.

Benefits from e-learning

Some studies give advantage of e-learning as its ability to focus on the needs of individual learners. For example Marc (2000) in his study one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. The adoption of e-learning

provides the institutions as well as their learners the much flexibility of time and place of delivery or receipt of according to learning information. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning (Smedley, 2010).

Wagner et al. (2008) noted that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery. Advantages of e-learning has been summed up by Holmes and Gardner (2006) by noting that the ability of e-learning to assess the students or learners as they learn, and at the same time increasing their experiences in education, by way of interactivity suitable to community education, cultural diversity and globalization, and eradicating boundaries of place and time. To them the most vital characteristics as well as advantage of e-learning in education is that it centers on the students or learners (Holmes & Gardner, 2006). Through e-learning, according to Rabah (2005) objectives can be accomplished in the shortest time with least amount of effort. Both learners and instructors can be able to accomplish and keep up with development as they obtain experience that is provided by numerous specialists in the various fields of knowledge. The impacts of e-learning on educational ethics according to Khan (2005) are ensured. This is because the environments for e-learning are tolerant, so they are good ways of offering equal access to the information world irrespective of the locations of the users, their ages as well as ethnic origins, and races (Khan, 2005). The environment for e-learning also aids learners or students to depend on themselves for the reason that instructors are no longer the solitary knowledge source. They instead become advisors and guides (Alsaalem, 2004). E-learning also aids in the preparation of the society to globally communicate and to dialogue with others (Zeitoun, 2008). However according to Algahtani (2011), the likely benefits of e-learning are greater than the benefits of traditional learning if e-learning is used and applied in proper ways.

Attitude on Using Computer Systems

All reflections about the study that is “students’ perceptions towards computers” concluded that students give importance to the computers as a part of their life. In addition to this, research results represent that high percentages concentrated on that there are positive attitudes towards computers because of being tool to organize life efficiently. When it is examined the results of research and questionnaire, students have positive tendency the useful and easy reflections of computers. This means that there is a consciousness about effects and importance of computers but there are a few tendencies to apply the consciousness or willingness of new technological style because of not having particular education, encouragement and facilitative environment (Isman et al., 2004).

Leisure Interest on e-Learning Innovations and Use of Computers

E-learning is considered to be a method of education, in which there is no physical contact between the student and the lecturer. Distance learning has won sympathy of those students who for various reasons do not have the opportunity to participate in the traditional form of classes. Nevertheless, the validity of this training is being questioned by some people. According to them, it is a computer that assesses the knowledge of students and tutors. Such considerations contradict the concept of e-earning, in which the computer is just a tool used for the exchange of messages. During free on-line classes it is possible to make video conferencing, post entries, and transmit voice and images. Study materials can be sent in the form of files which students can later print. The duration of courses at distance is determined by the university authorities and the lectures. Only students of a particular school may take part in this kind of classes. They receive their individual passwords and are able to log on an educational platform. This platform is open 365 days a year. The lecturer, who has control over the content of classes, requires from students to log on to the platform and take active part in the training. The student may contact and exchange notes not only with the teacher but also with other participants of the classes (Krol, 2016).

English Language Learning Strategies

Learning styles have also been studied to evaluate the way that student personal interaction preferences impact their interactions with the learning environment. Learning styles have also been studied

in the context of Howard Gardner's theory of multiple intelligences. In order to fully explore the range of learning styles preferred by students, individual learning style is best seen as an amalgamation of styles (Cassidy, 2004).

Chamot (2005) provides several insights into the larger field of language learning strategies that includes but is not limited to the Strategy Inventory of Language Learning. Chamot reports that Language Learning Strategy are affected by learning context and internal processing preferences of the student and that, "...interpretation of a language learning task is 19 closely related to the goals advocated within each learner's cultural context...". Chamot suggests that the acquisition of language learning strategies follows a pattern in which Language Learning Strategy are initially declarative knowledge bases that transition into procedural knowledge. The language learner never fully transitions the Language Learning Strategy into procedural knowledge, however, and, according to Chamot, is usually able to draw a particular strategy into consciousness. The idea that Language Learning Strategy can be consciously considered and operated on allows the study of Language Learning Strategy of students to take place.

Affective

Affective strategies are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps learning in general. For example, lowering anxiety levels with relaxation techniques is one kind of affective strategy. In the classroom, the teacher can play an active role in developing and exploiting affective strategies by building a generally positive atmosphere in the class. This can happen by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalising activities, and through pair and group work (BBC British Council, 2021).

Memory

In the study conducted by Chang (2015), Memory strategies are critical in promoting learning at schools. The types of memory strategies teachers use to present their lessons determine how students would remember the information. Rehearsal is helpful in remembering foundational information in working memory, whereas elaboration, mental imagery, mnemonics and organization are helpful in moving information from working memory to long-term memory. Therefore, teachers are encouraged to learn from other teachers how to incorporate these memory strategies in presenting lessons to their students.

Compensation

Compensation strategies are communication strategies used by learners to compensate for limitations in their language. Different kinds of learners have preferences for different kinds of learning strategies, for example female learners tend to prefer social and affective strategies and monolingual learners may favour compensation strategies. For example, guessing the meaning when you don't understand and using gestures are examples of compensation strategies. In the classroom, miming games and definition activities such as crosswords are two ways to help learners practice compensation strategies (BBC Council, 2021).

Metacognitive

Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members, etc. A key element is recognizing the limit of one's knowledge or ability and then figuring out how to expand that knowledge or extend the ability. Those who know their strengths and weaknesses in these areas will be more likely to "actively monitor their learning strategies and resources and assess their readiness for particular tasks and performances" (Bransford et al., 2001). The absence of metacognition connects to the research by Dunning, Johnson, Ehrlinger, and Kruger on "Why People Fail to Recognize Their Own Incompetence" (2003). They found that people tend to be blissfully unaware of their incompetence, lacking insight about deficiencies in their intellectual and social skills. They identified this pattern across domains—from test-taking, writing grammatically, thinking logically, to recognizing humor, to hunters' knowledge about firearms and medical lab technicians' knowledge of medical terminology and problem-solving skills. In short, if people lack the skills to produce correct answers, they are also cursed with an inability to know when their answers, or anyone else's, are right or

wrong. This research suggests that increased metacognitive abilities—to learn specific (and correct) skills, how to recognize them, and how to practice them—is needed in many contexts.

Cognitive

Findings of strategies used by good learners showed that they favored to use the cognitive learning strategies. This shows that the students practiced conversations in English, had the ability to practice the sound in English, and watch television shows or movies to learn English. Besides that, the students were able to select language situations that allow one's preferences to be used, actively being involved in language learning (Samad et al., 2016).

Social

Social strategies are strategies that merely can be accessed if a person immerses himself or herself in the environment where practice is possible. Students who posed the social learning strategies know to interact well with both peers and more proficient language users. The regulation of using these strategies is that a person needs to look for every opportunity to be in learning situations (Imad, 2020).

Academic Performance in English

There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality (Khasinah, 2014). In the context of this study, factors will focus on e-learning related attitudes and online English language learning strategies. E-learning is increasingly being embraced by the traditional academic institutions, hybrid educational organizations and newly established online organizations for teaching English. In a study of Zakarneh (2018), results revealed that “e-learning platform is an effective platform for teaching English language. Participants held that they learned better via e-learning and that all English language courses should be taught through the e-learning mode. They consider e-learning platform as appropriate and better means for acquiring vocabulary, developing speaking skills, English language grammar, reading skills, writing skills, listening skills, and as a better mode of enhancing performance in English than the traditional classroom mode. They see e-learning as a better tool for testing and evaluation and prefer it to other traditional methods.” Moreover, connection between e-learning related attitude and English performance was established in the study of Cinkara and Bagceci (2013) wherein results revealed that majority of the students have a positive attitude towards the online language course. Moreover, students with higher online language learning attitude scores were observed to have done better throughout the course and therefore had better grades from the formal assessments of the course.

The learners' outcomes in language learning have been proven to improve with positive attitudes of learners; and also it has been confirmed that negative attitudes reduce learners' motivation and therefore hinder successful language learning (Cinkara, 2013). Hence, language teachers need to be aware of their students' attitudes towards online language learning, and if the learners have an undesired negative attitude, they need to look for ways to motivate them and to help them build positive attitudes. Moving on with the second indicator, in the past years, a number of studies have focused on foreign language learning, with the emphasis often having been placed on language learning strategies (Habok & Magyar, 2018). Several studies have confirmed that these strategies aid students in becoming more effective learners inside the classroom and foster more efficient development of students' mastery of the target language. Moreover, in a study of Shyr et al. (2017), they found that, among six categories of language learning strategies, students preferred using social strategies, such as asking for help from others while learning English. Students also frequently employed compensation strategies when presented with unfamiliar English words. Cognitive and affective strategies were the least used. Impacting the academic performance of high school students is important because of the high-stakes nature relative to their vocational and post-secondary pursuits. Getting students to become more active, strategic participants in their learning is an important pathway to academic success (Cleary et al., 2008).

Theoretical Framework

To provide a better understanding of the underlying factors in this study, the researcher presented different learning theories based on the perspective of various scholars who have drawn a connection on the importance of identified learning theories in the students' e-learning related attitudes and online English

learning strategies toward English performance. E-learning related attitude’s connection with English academic performance is based on Krashen’s Affective Filter Theory. This theory posits that learners with favorable attitude and self-confidence promotes language learning, they tend to seek and receive more input, interact with confidence and are more receptive to the input they are exposed to. Meanwhile, anxious learners prevent acquisition from taking place. In this case, if students have positive e-learning related attitudes then they are more likely to engage and interested in e-learning, hence having high academic performance in English. On the other hand, English Language Learning Strategies’ (ELLS) connection with academic performance in English is anchored on the theory of Achievement Goals Orientation (AGO) Theory.

AGO is described as individual’s disposition when responding to tasks and explains how individuals orient themselves when pursuing goals (Shyr et al., 2017). Although researchers have classified AGOs differently, most research that has focused on the relationship between LLSs and AGOs has tended to employ the dichotomous framework, which divides AGOs into mastery goals and performance goals. Shyr et al. (2017) also found out that found that a student’s AGO was related to different patterns of ELLS use, wherein students who adopted mastery goals were more likely to report the use effective learning strategies. Findings pertaining to the relationship between performance goals and LLSs have been inconsistent; some studies have reported that performance goals were related to both shallow and deep learning strategies while others revealed a close correlation between performance goals and shallow-processing strategies, such as rote learning or memorization (Shyr, et al., 2017). Performance-approach goals may benefit students’ cognitive learning. Indeed, performance-approach goals have been correlated with the use of cognitive strategies, while performance-avoidance goals have been correlated to surface processing activities, such as rehearsal.

Conceptual Framework

Based on the related literature and studies and the theoretical framework of the study, the researcher has come up with the following research paradigm shown in Figure 1. It is expected in this study that the academic performance in English of the students are affected by the two identified independent variables which are the e-learning related attitudes and the English language learning strategies of the students.

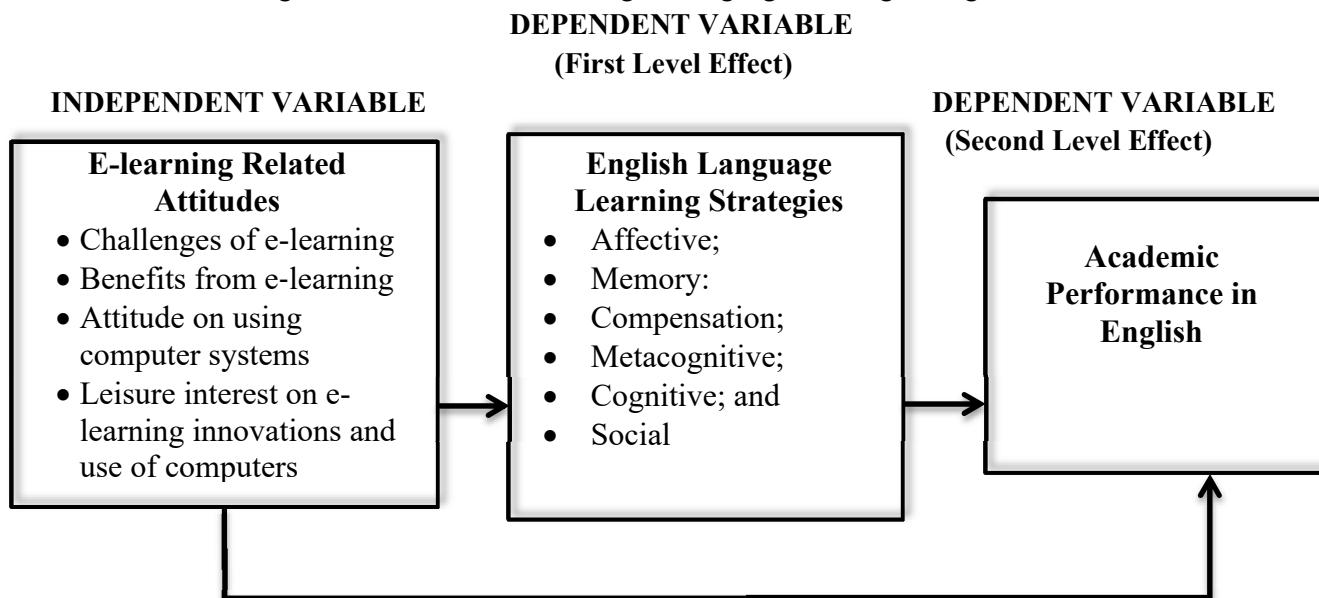


Fig 1. Research paradigm.

As shown in the figure, the e-learning attitudes of the students having indicators such as challenges of e-learning, benefits from e-learning, attitude on using computer systems, and leisure interest on e-learning innovations and use of computers were expected to have significant influence to the English language learning strategies of the students which was measured using the indicators affective, memory, compensation, metacognitive, cognitive, and social. Similarly, the e-learning attitudes of the students is expected to have relationship to their academic performance as realized in the study of Rula (2006). Their

study concluded that positive attitudes towards a subject affect learning and the students viewed English as an easy language. This is also supported by the research of Bustan and Ahmed (2009) that positive attitudes and accommodating students' preferences in learning will be no doubt lead to more successful learning. Likewise, English language learning strategies of the students is also expected to have significant relationship with their academic performance in English as observed by Radwan (2011) that language learning strategies can improve the learner's language proficiency. In other words, the more language learning strategies learners' use, the more proficient learners they become (Green & Oxford, 1995).

Operational Definition of Terms

For better understanding of the study, the following terms were operationally defined.

e-Learning Related Attitudes. e-Learning is defined by researchers, including the following, it is the use of computer network technology, primarily over or through the internet, to deliver information and instructions to individuals (Ong & Lai, 2006; Welsh et al., 2003). Another similar definition is one that sees e-learning as any form of education that is facilitated by the internet and its technologies, and encompasses the use of the World Wide Web (www) to support instruction and to deliver course content (Masrom, 2007). In the present study, attitude towards e-Learning refers to the individual's positive or negative feelings of participation in e-learning activities through computer use. In this particular study, e-learning related attitudes were measured using Test of e-Learning Related Attitudes (TeLRA) Scale (Kisanga & Ireson, 2016) using the scale below:

1.00 - 1.49 – Very Negative

1.50 - 2.49 – Negative

2.50 - 3.49 – Neutral

3.50 - 4.49 – Positive

4.50 - 5.00 – Very Positive

Moreover, it has the following factors:

Challenges of e-learning. This pertains to the discomfort and challenges as brought about by e-learning and as experienced by the students.

Benefits from e-learning. This refers to the students' beliefs on the possible advantages of using technology in their learning and quality of academic work.

Attitude on using computer systems. It refers to the beliefs of the students about the benefits that they could get in using computer system which include efficiency in their academic work.

Leisure interest on e-learning innovations and use of computers. This refers to the fun and excitement that the students experience while using computers in the learning process.

Language Learning Strategies. Generally, it is defined as steps or actions taken by language learners to enhance any aspect of their learning seem to be more than a reflection of learning style. Language learning strategies were measured using Strategy Inventory of Language Learning (SILL) established by Oxford (1990) using the scale below.

1.00 - 1.49 – Very Low

1.50 - 2.49 – Low

2.50 - 3.49 – Neutral

3.50 - 4.49 – High

4.50 - 5.00 – Very High

Operationally, this refers to the extent of English language learning strategies of the students in terms of the following factors:

Affective. This is concerned with students as they manage emotions, both negative and positive and by helping them identify achievable aims and work towards autonomous learning.

Memory. It refers to any of a broad set of techniques that are designed to help students remember that facilitate storage and retrieval from long-term memory.

Compensation. This is a communication strategy used by learners to compensate for limitations in their language like guessing the meaning when they do not understand.

Metacognitive. This refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

Cognitive. This includes strategies that improve a learner's ability to process information more deeply, transfer and applies information to new situations, and result in enhanced and better-retained learning.

Social. This includes a set of approaches to get students to become active participants in class through interaction with others and sharing of knowledge they have.

Academic Performance in English. Conceptually, this refers to the measurement of student achievement in the English subject. This is typically measured using classroom performance, graduation rates and results from several tests. In this particular, study, this pertains to the average of the grades of students in the first, second, and third quarters of the School Year 2020-2021 with the following scale and interpretation:

65-74	Beginner
75-79	Developing
80-84	Proficient
85-89	Highly Proficient
89-100	Advanced

III. METHODS

This chapter presents the methodology of the study which includes the research design, time and place of the study, respondents and sampling technique, data gathering procedure, research instruments, and data analysis.

Research Design

With the nature of the problems of the study, descriptive design was used as it tried to find out the e-learning related attitudes, English language learning strategies, and academic performance in English of Grade 9 Students of Divine Word College of San Jose. More specifically, descriptive-correlational and descriptive-predictive research designs were used since relationship between and among variables was investigated. Moreover, factors of the independent variables which significantly influence the dependent variables were also investigated.

Time and Place of the Study

The study was conducted during the third quarter of the S.Y. 2020-2021, and focused on the academic performance in English of the Grade 9 students of Divine Word College of San Jose as influence by their e-learning related attitudes and English learning strategies employed. Divine Word College of San Jose is currently conducting blended learning due to pandemic virus. The study took place in this school through online environment which houses 150 Grade 9 students who were the respondents of the current study. Figure 2 the locale of the study.

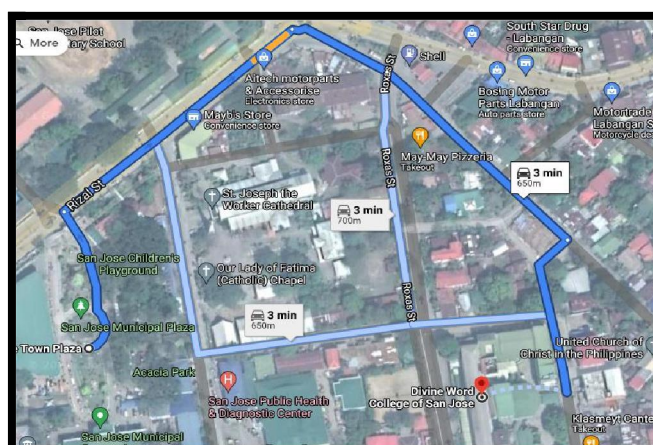


Fig 2. Research site (<https://cutt.ly/ZbJb6L>)

Respondents and Sampling Techniques

The respondents of this study were the selected 150 Grade 9 students of Divine Word College of San Jose during the Academic Year 2020-2021 who were enrolled in English 9 synchronous learning. Probability sampling was used in the selection of the respondents.

Research Instrument

The following were the instruments used in gathering the needed data.

Test of e-Learning Related Attitudes (TeLRA) Scale. This was used to measure the attitude of the respondents toward e-learning. This 36-item instrument was developed by Kisanga and Ireson (2016) that examines teachers' attitudes towards e-learning. For this study, some items were revised since learners were the participants and it is their attitude which was tested.

Strategy Inventory of Language Learning (SILL). This was used to determine the extent of English language learning strategies of the students in terms of affective, memory, compensation, metacognitive, cognitive, and social. This 80-item scale was established by Oxford (1990).

Data Gathering Procedures

As part of the standard protocol and school requirement, the researcher made an official communication addressed to the School Head and School Administrators to seek approval in conducting the study. The researcher conducted an orientation with the research participants on the nature of their participation to the research. An online meeting with the parents of the participant-students was also conducted to orient them on the objectives of the study and the role that their children will play. The data gathering instruments were converted to Google documents and it was administered during the students' vacant hours, and off-school time. The 150 Grade 9 respondents were provided with one-week lead time to read and answer questionnaires provided by the researcher. Monitoring of progress of the respondents as conducted by the researcher every English synchronous schedule.

Data Analysis and Interpretation

Descriptive statistics such as weighted mean, Pearson Product Moment Correlation, and multiple linear regression analysis were used. To analyze the student's extent of English learning strategies, weighted mean was used. This statistical tool was also used in analyzing the level of academic performance in English and the e-learning related attitudes of the students. Relationship between and among the variables under investigation was tested using Pearson Product Moment Correlation. Finally, to determine the factors or indicators of the independent variables which significantly influence the dependent variable, multiple linear regression analysis was utilized.

IV. RESULTS AND DISCUSSION

This chapter presents the results of the data gathering procedures as answers to the questions posted in Chapter 1 of the current study.

E-learning Related Attitudes

The advancement of network technology has launched the era of E-learning in the recent days. E-learning has been serving people with its many blessings. It enables enthusiasts to learn on their own suitable schedule. E-learning can be defined from different perspectives. There are specialists who consider that e-learning means any teaching process which integrates any form of technology, but there are others who claim that e-learning represents a teaching solution for distance education, facilitated by the massive penetration of Internet as a form of communication (Cathy & Farah, 2020).

Challenges of e-learning

The weighted mean in Table 1 shows that the attitude of the students in terms of challenges of e-learning is neutral (2.42). This means that the students consider the discussions on e-learning technologies interesting, e-learning is not a threat to students' learning, and using a computer at home is not frustrating. According to the students, a face-to-face method is more learner-centered than e-learning methods, learning through e-learning is tiresome, and using computer systems requires a lot of mental effort. This finding confirms the results of the study conducted by Coman et al. (2020) regarding the students' perspective on the online teaching and learning during the pandemic wherein results revealed that students

see educational process was teacher-centered rather than student-centered, and when there had been an attempt to adopt a more student-centered process, students felt too much pressure due to the formidable number of tasks they were required to solve. A student-focused educational process involves assigning more responsibilities to students and more tasks, but unfortunately, because students were not accustomed to this type of learning they felt pressured, thus being more prone to develop negative attitudes towards online teaching and learning.

Table 1. e-learning related attitudes of the students in terms of challenges of e-learning.

Indicators	Mean	Description
I feel uncomfortable reading a text book on a computer screen than a physical text book.	2.43	Negative
Receiving a lecture through electronic technologies is very difficult.	2.41	Negative
E-learning requires expensive technical support.	2.27	Negative
E-learning reduces quality of knowledge attained.	2.37	Negative
Interacting with the computer system is often frustrating.	2.35	Negative
A face-to-face method is more learner-centered than E-learning methods.	1.63	Negative
Learning through e-learning is tiresome.	2.11	Negative
E-learning increases learners' social isolation.	2.44	Negative
E-learning technologies are difficult to use.	2.63	Neutral
Using computer systems requires a lot of mental effort.	2.21	Negative
Discussions on e-learning technologies are uninteresting.	2.89	Neutral
Supporting learners in an e-learning environment is very difficult.	2.55	Neutral
E-learning infrastructure is very expensive for the government to afford.	2.51	Neutral
Using a computer at home is very frustrating.	2.73	Neutral
E-learning is a threat to students' learning.	2.80	Neutral
Overall Mean	2.42	Neutral

Scale: 1.00-1.50 Very Negative; 1.51-2.50 Negative; 2.51-3.50 Neutral; 3.51-4.50 Positive; 4.51-5.00 Very Positive

Benefits of e-learning

The weighted mean results in Table 2 presents that the attitude of the students in terms of benefits from e-learning is neutral (3.38). This implies that for the students, it is easier to revise electronic educational materials than printed material and that their school has enough teaching-learning resources to carry out e-learning. This implies that Divine Word College has enough e-learning resources to support distance learning. Moreover, this can also be attributed to the high-income profile of the students enrolled in DWC.

Table 2. e-learning related attitudes of the students in terms of benefits of e-learning.

Indicators	Mean	Description
E-learning is very economical for educational institutions to adopt.	3.43	Neutral
I believe using e-learning will improve the quality of my work.	3.35	Neutral
It is easier to revise electronic educational materials than printed material	3.66	Positive
My institution has enough teaching-learning resources to carry out e-learning.	3.53	Positive
E-learning will increase students' efficiency	3.23	Neutral
E-learning will provide me with better learning opportunities than traditional means of learning	3.11	Neutral
Overall Mean	3.38	Neutral

Scale: 1.00-1.50 Very Negative; 1.51-2.50 Negative; 2.51-3.50 Neutral; 3.51-4.50 Positive; 4.51-5.00 Very Positive

Students consider least that e-learning will provide them with better learning opportunities than traditional means of learning and e-learning will increase students' efficiency. This implies that students still slightly prefer traditional mode of learning when it comes to providing them with better learning opportunities and efficiency. This is in consonance with the study of Addis (2009) wherein students reported that traditional learning provided them with better learning opportunities by having freedom to ask questions and receive immediate answer to clarify things they were uncertain about.

Attitude on Using Computer Systems

The result in Table 3 presents that the attitude of the students in terms of using computer systems is neutral (3.11). This means that students like discussing about new e-learning innovations and are excited working with computers. This agrees with the findings of SRI International (2019) wherein they concluded that learning to use technology enhances students' self-esteem and makes them excited to continue e-learning.

Table 3. e-learning related attitudes of the students in terms of attitude on using computer systems.

Indicators	Mean	Description
Working with computers is exciting.	3.47	Neutral
I like discussing about new e-learning innovations.	3.47	Neutral
I prefer reading articles in e-learning.	3.37	Neutral
I enjoy learning using computers.	3.39	Neutral
I believe using e-learning technologies will improve my job performance.	3.30	Neutral
It will be difficult for me to become skillful in the use of e-learning tools. (R)	2.65	Neutral
I make errors frequently when using a Computer. (R)	2.41	Negative
Using e-learning technologies will allow me to accomplish more work than would otherwise be possible.	3.31	Neutral
I find computer online interaction unexciting. (R)	2.75	Neutral
Communicating through electronic mails is annoying. (R)	2.71	Neutral
I prefer using a computer to prepare my lessons.	3.36	Neutral
Overall Mean	3.11	Neutral

Scale: 1.00-1.50 Very Negative; 1.51-2.50 Negative; 2.51-3.50 Neutral; 3.51-4.50 Positive; 4.51-5.00 Very Positive

Preferring to read articles in e-learning is least for the students. This finding might be attributed to the fact that reading articles online poses some challenges such as distractions, the possibility of eye-strain, and lack of internet connection and electricity. This is in agreement with the study of Tosun (2014) wherein results revealed that the reasons for students preferring to read printed books to e-books are: 25.6% "to protect my eye health" and 25.2% "I like holding the book in my hands" are the most given answers

Leisure Interest on e-Learning Innovations and Use of Computers

Table 4 reveals that the attitude of the students in terms of leisure interest on e-learning innovations and use of computers is neutral (3.45). The result implies that the students enjoy computer games very much and have fun communicating through social networks. This suggests that the e-learning games that the teachers in DWC use such as Kahoot, Quiziz, Logos, and the like are effective in enhancing students' learning experiences in online learning.

Table 4. e-learning related attitudes of the students in terms of in terms of leisure interest one-learning innovations and use of computers.

Indicators	Mean	Description
Communicating through social networks is fun.	3.57	Positive
Computers make work more interesting.	3.38	Neutral
Working with computers is exciting.	3.35	Neutral
I like discussing about new e-learning innovations.	3.39	Neutral
I enjoy computer games very much.	3.55	Positive
Overall Mean	3.45	Neutral

Scale: 1.00-1.50 Very Negative; 1.51-2.50 Negative; 2.51-3.50 Neutral; 3.51-4.50 Positive; 4.51-5.00 Very Positive

This finding is in agreement with the experiment study of Vu et al. (2014) on the use of educational games in online learning wherein they concluded that the game helped motivate students to frequently enter the course and get more engaged in the course forums.

Summary of the e-learning Related Attitude of the Students

The summary in Table 5 shows that the attitude of the students is neutral (3.09). Attitude is highest on leisure interest on e-learning innovations and use of computers and benefits from e-learning. This implies that majority of the students enjoy using educational games to support their learning and e-learning

innovations and use of computers excites and entertains them to participate in class. This might be due to the fact the students nowadays enjoy spending more time with their gadgets. Moreover, the negative attitude on challenges of e-learning implies that students are having difficulty adjusting to the new normal of education as it poses different challenges for them such as online learning being too teacher-centered. This is in agreement with Kamar et al. (2021) wherein students reported that majority of the discussions in online classes during the pandemic were often times just a reading of the slides, without clinical cases to review and real time interaction.

Table 5. Summary of the e-learning related attitude of the students.

Indicators	Mean	Description
Challenges of E-Learning	2.42	Negative
Benefits From E-Learning	3.38	Neutral
Using Computer Systems	3.11	Neutral
Leisure Interest on E-Learning Innovations and Use of Computers	3.45	Neutral
Grand Mean E-Learning Related Attitude	3.09	Neutral

Scale: 1.00-1.50 Very Negative; 1.51-2.50 Negative; 2.51-3.50 Neutral;
3.51-4.50 Positive; 4.51-5.00 Very Positive

Extent of Use in English Language Learning Strategies of the Students

Learning strategies are operations and actions that students use in order to optimize the processes of obtaining and storing information and course concepts. The ultimate goal of these strategies is that students are able to extract this information from memory in order to apply it.

Affective

Table 6 shows that the extent of affective English language learning strategies of the students is high (3.58). This implies that the students encourage themselves to promote more learning, encourage themselves to take risks, and give themselves tangible rewards for success. The students moderately keep journal about how they feel about language and confide about language learning feelings. Oxford (1990) delineated three types of affective strategies that can be used to regulate learner attitudes, motivation, and emotions. These include strategies for anxiety reduction (using progressive relaxation and deep breathing exercises, music, and laughter), for self-encouragement (making positive statements, taking risks wisely, and administering self-rewards), and for monitoring emotions (listening to the body, completing a checklist, writing a language learning diary, and discussing feelings with peers). Moreover, this finding is also consistent with Altunay (2014) wherein results revealed that the most frequently used strategy is “I give myself a reward or treat when I do well in English”. The least frequently used strategy is “I write down my feelings in a language learning diary”. Similar finding regarding to diary keeping was also found in Altunay’s (2013) study which was carried out with another group of distance EFL learners.

Table 6. Extent of use in English language learning strategies of the students in terms of affective.

Indicators	Mean	Description
I'm relax when using language.	3.54	High
I encourage myself to promote more learning.	3.98	High
I encourage myself to take risks.	3.77	High
I give myself tangible rewards for success.	3.71	High
I pay attention to physical stress barriers.	3.61	High
I keep journal about how I feel about language.	3.03	Neutral
I confide about language learning feelings.	3.45	Neutral
Overall Mean – Affective	3.58	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High;
4.51-5.00 Very High

However, it seems that keeping a diary or journal is not a frequently done activity by distance language learners. Learners do not keep a diary in English because their writing proficiency although high is needing improvement, and also, they do not want to share their feelings even in a diary because they do not want other people to find and read them.

Memory

The weighted mean analysis in Table 7 shows that the extent of English language learning strategies of the students in terms of memory is high (3.51). The result means that the students visualize spelling of word, make associations between new and old material, and connect the sound of new word with sound of familiar.

Table 7. Extent of use in English language learning strategies of the students in terms of memory.

Indicators	Mean	Description
I make associations between new & old material.	3.68	High
I use new word in sentence.	3.59	High
I group new words with similar words.	3.51	High
I connect the sound of new word with sound of familiar.	3.68	High
I use rhymes to remember new English words.	3.46	Neutral
I make a clear mental picture.	3.67	High
I visualize spelling of word.	3.94	High
I use combination of sounds and images.	3.65	High
I list related words and draw lines.	3.22	Neutral
I use word location on page/place first encountered.	3.53	High
I use flashcards with word and meaning on sides.	2.87	Neutral
I physically act out words.	3.39	Neutral
I review often.	3.51	High
I use pacing of review sessions.	3.48	Neutral
I review of things learned much earlier.	3.49	Neutral
Overall Mean	3.51	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High; 4.51-5.00 Very High

This finding implies that making a mental image of the word is the most effective strategy for students and making associations between their prior and present knowledge. The students moderately use flashcards with word and meaning on sides, list related words and draw lines, and physically act out words. This coincides with the study of Hashim (2018) that only 20% of their respondents use flashcards to learn new words.

Compensation

The analysis in Table 8 shows that the extent of English language learning strategies of the students in terms of compensation is high (3.58). The finding implies that the students ask other person for the right word, use synonyms to substitute exact right word, and make direct conversation toward words they know.

Table 8. Extent of use in English language learning strategies of the students in terms of compensation.

Indicators	Mean	Description
I use context clues with unfamiliar words.	3.63	High
I read without looking up all new words.	3.23	Neutral
I anticipate what's said next in conversation.	3.60	High
I use gestures or switch back to native if needed.	3.53	High
I ask other person for the right word.	3.87	High
I use synonyms to substitute exact right word.	3.78	High
I make up new words if I don't know right one.	3.37	Neutral
I direct conversation toward words I know.	3.76	High
I preview lesson for general idea/structure.	3.45	Neutral
Overall Mean – Compensation	3.58	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High; 4.51-5.00 Very High

Hashim (2018) mentioned that 70% of the respondents use the strategy of using different ways such as including proverbs, synonyms and etc. to express the idea in their writing. Moreover, the students moderately read without looking up all new words, make up new words if they don't know right one, and preview lesson for general idea/structure.

Metacognitive

The weighted mean analysis in Table 9 shows that the extent of metacognitive English language learning strategies of the students is high (3.63). The finding has an implication that the students learn from mistakes, study in a quiet environment, and improve language learning strategies. This implies that reflects on their use of English language strategies in order to enhance their learning. Studying in a quiet environment gives students concentration and focus. This coincides with the study of Wali et al. (2019) which confirms that study environment has a strong impact on the academic performance of students in English language. Students' self-evaluation of their progress is an important component of learning because students can self-identify what still needs to be learned as well as their learning strengths and deficiencies.

The students moderately plan language learning for each day, study consistently, not just for test, and organize language notebook to record. This implies that students are taking their online English learning seriously and intend to study learning materials not just for the sake of test itself but for the actual understanding of the lesson which they can use outside school-related activities. Lew, et al. (2011) emphasized that when students place so much emphasis on academics, they limit themselves to learning what is in the textbook, thus not embracing the possible rewards of lifelong learning.

Table 9. Extent of use in English language learning strategies of the students in terms of metacognitive.

Indicators	Mean	Description
I'm focusing on known rather than unknown.	3.53	High
I focus on specific language aspects.	3.60	High
I improve language learning strategies.	3.76	High
I study consistently, not just for test.	3.39	Neutral
I study in a quiet environment.	3.89	High
I organize language notebook to record.	3.44	Neutral
I plan goals for language learning.	3.59	High
I plan language learning for each day.	3.19	Neutral
I consider task, skills, and expectations to prepare.	3.68	High
I clearly identify purpose of language task.	3.55	High
I find opportunities to practice new language.	3.66	High
I look for people with whom I can practice.	3.48	Neutral
I notice and understand language errors.	3.71	High
I learn from mistakes.	4.33	High
I evaluate general progress.	3.61	High
Overall Mean – Metacognitive	3.63	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High; 4.51-5.00 Very High

Cognitive

The mean analysis in Table 10 presents that the extent of cognitive English language learning strategies of the students is high (3.54). This implies that students read story until it makes sense, watch TV/movies/listen to radio in new language, and revise prose to improve. This finding is in consonance with Hashim (2018) wherein 100% of his respondents use the strategy of listening to talk shows on the radio, watch TV shows or see movies in order to learn the English language and 60% revise their writing once or twice to improve the language and content. The students moderately participate in out-of-class language activities, take notes in class in new language, write personal notes in new language, and use initial personal heuristic that can be revised.

Table 10. Extent of use in English language learning strategies of the students in terms of cognitive.

Indicators	Mean	Description
I say or write new expressions.	3.58	High
I imitate native speech.	3.52	High
I read story until it makes sense.	4.15	High
I revise my prose to improve.	3.77	High
I practice sounds of alphabet.	3.40	Neutral
I use idioms or routines in new language.	3.38	Neutral
I use familiar words in different combinations.	3.67	High
I initiate conversation in new language.	3.39	Neutral

I watch TV/movies/listen to radio in new language.	4.11	High
I think in new language.	3.75	High
I participate in out-of-class language activities	3.15	Neutral
I read for pleasure in new language	3.59	High
I write personal notes in new language	3.28	Neutral
I skim, then read thoroughly	3.55	High
I seek specific details	3.71	High
I use glossaries or dictionaries	3.71	High
I take notes in class in new language	3.27	Neutral
I make summaries of new material	3.38	Neutral
I apply general rules to new situation	3.35	Neutral
I use elementary components to find meaning	3.49	Neutral
I compare/contrast new with native tongue	3.39	Neutral
I prefer concept over word for word translation	3.53	High
I'm cautious about transferring native to new language	3.51	High
I look for patterns in new material	3.49	Neutral
I use initial personal heuristic that can be revised	3.28	Neutral
Overall Mean	3.54	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High; 4.51-5.00 Very High

Social

The weighted mean in Table 11 shows that the extent of social English language learning strategies of the students is high (3.65). This means that the students pay attention to thoughts/feelings in interaction, understand culture, and ask others to verify if they understood properly. Among the functions of the social strategies there are such as asking questions in a foreign language, receiving answers, correcting mistakes, establishing cooperation, trying to study feelings and thoughts of people of the targeted culture (Lan & Oxford, 2003). This finding implies that students often elicit additional explanation and clarification from teachers or peers which establishes cooperation and interaction among them.

Table 11. Extent of use in English language learning strategies of the students in terms of social.

Indicators	Mean	Description
I ask speaker to slow down if necessary	3.52	High
I ask others to verify I understood properly	3.89	High
I ask others to correct pronunciation	3.86	High
I work with other learners for practice	3.54	High
I have a regular language learning partner	2.81	Neutral
I'm willing to ask native speaker for help	3.52	High
I ask questions to show interest	3.73	High
I understand culture	3.98	High
I pay attention to thoughts/feelings in interaction	3.99	High
Overall Mean	3.65	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High; 4.51-5.00 Very High

The students have a regular language learning partner. Learning is both an individual and social process. This result confirms the claim of Varisoglu (2016) that students can learn in the easier way when they share their knowledge with a teacher and other students. He also added that language learning activities which are based on cooperation and social learning theories guarantee that a contribution is made in the development of the students' language vocabulary.

Summary of the Extent of use in English Language Learning Strategies

The summary in Table 12 of the extent of English language learning strategies of the students is high (3.58). The students use best metacognitive and social strategies but least in memory and cognitive strategies. This implies that since students in the new normal are forced to navigate and take responsibility for their own learning, reflecting on their learning progress and communicating with peers and students online help them in coping with English language learning. This is consistent with the study of White (2003) wherein results revealed that foreign language learners make frequent use of metacognitive strategies.

However, earlier literature confirms that memory English language learning strategies are infrequently used by Asian learners.

Table 12. Summary of the extent of use in English language learning strategies.

Indicators	Mean	Description
Affective	3.58	High
Memory	3.51	High
Compensation	3.58	High
Metacognitive	3.63	High
Cognitive	3.54	High
Social	3.65	High
Grand Mean	3.58	High

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Neutral; 3.51-4.50 High; 4.51-5.00 Very High

Academic Performance in English

As presented by Table 13, the students have highly proficient level of academic performance in English (87.96). This indicates that students are doing well with their English class but they still have the opportunity to improve further their English performance. This implies that although DepEd has noted gains in English proficiency of students in public schools, still there is a need to invest in teacher training to further improve student performance in English (Olaivar, 2012).

Table 13. Level of academic performance in English of the students.

Indicators	Mean	Description
First Grading	87.05	Highly Proficient
Second Grading	88.18	Highly Proficient
Third Grading	88.64	Highly Proficient
Overall Mean – Academic Performance In English	87.96	Highly Proficient

Scale: 65-74 Beginner 75-79 Developing 80-84 Proficient
85-89 Highly Proficient 89-100 Advance

Relationship between and among e-learning Related Attitudes, Extent of English Language Learning Strategies, and Level of Academic Performance in English

The result of correlation analysis in Table 14 shows that there is negligible relationship between E-learning related attitudes and English language learning strategies of the students (.013). This indicates no opportunity nor possibility for E-learning related attitudes to increase nor decrease the English language learning strategies of the students and vice versa. However, there is a weak negative relationship between English language learning strategies in terms of compensation and E-learning related attitudes in terms of Leisure Interest on E-Learning Innovations and Use of Computers (-.133). This means that increase in strategies in terms of compensation may slightly decrease leisure interest on e-learning innovations and use of computers and vice versa. On the other hand, there is a weak positive relationship between social English language learning strategies and E-learning related attitudes in terms of Challenges of E-Learning (.151). This means that increase in between social English language learning strategies may slightly increase attitude on challenges of e-learning and vice versa.

Table 14. Relationship between E-learning related attitudes and English language learning strategies.

English Learning Strategies	E-Learning Related Attitudes	Correlation Coefficient	Description
Memory	Challenges of E-Learning	.040	Negligible
	Benefits from E-Learning	-.088	Negligible
	Using Computer Systems	-.085	Negligible
	Leisure Interest on E-Learning Innovations and Use of Computers	-.095	Negligible
Cognitive	Challenges of E-Learning	.113	Negligible
	Benefits from E-Learning	-.089	Negligible
	Using Computer Systems	-.040	Negligible
	Leisure Interest on E-Learning Innovations and Use of Computers	-.079	Negligible

Compensation	Challenges of E-Learning	.075	Negligible
	Benefits from E-Learning	.012	Negligible
	Using Computer Systems	-.092	Negligible
	Leisure Interest on E-Learning Innovations and Use of Computers	-.133	Weak
Metacognitive	Challenges of E-Learning	.031	Negligible
	Benefits from E-Learning	-.008	Negligible
	Using Computer Systems	-.019	Negligible
	Leisure Interest on E-Learning Innovations and Use of Computers	-.065	Negligible
Affective	Challenges of E-Learning	.102	Negligible
	Benefits from E-Learning	.093	Negligible
	Using Computer Systems	.024	Negligible
	Leisure Interest on E-Learning Innovations and Use of Computers	.054	Negligible
Social	Challenges of E-Learning	.151	Weak
	Benefits from E-Learning	.080	Negligible
	Using Computer Systems	.067	Negligible
	Leisure Interest on E-Learning Innovations and Use of Computers	.040	Negligible
Overall		.013	Negligible

Scale: .000-.125 Negligible; .126-.375 Weak; .376-.625 Neutral; .626-.875 Strong; .876-1.000 Perfect

Relationship of E-learning Related Attitudes and English Language Learning Strategies with Academic Performance in English

The result of correlation analysis in Table 15 shows that there is negligible relationship between E-learning related attitudes and academic performance in English (.051) and between English language learning strategies and academic performance in English (.087). This indicates both E-learning related attitudes and English language learning strategies has no opportunity nor possibility to increase nor decrease the academic performance in English of the students. However, the metacognitive English language learning strategy has weak positive relationship with academic performance in English of the students (.175). This means that metacognitive English language learning strategy may slightly increase the academic performance in English of the students. The null hypothesis stating that there is a significant relationship between and among e-learning related attitudes, English language learning strategies, and academic performance in English is accepted.

Table 15. Relationship of E-learning related attitudes and English language learning strategies with academic performance in English.

Indicators	Correlation Coefficient	Description
Challenges of E-Learning	.099	Negligible
Benefits from E-Learning	.021	Negligible
Using Computer Systems	.043	Negligible
Leisure Interest on E-Learning Innovations and Use of Computers	.001	Negligible
Overall-E-Learning Related Attitudes	.051	Negligible
Memory	.034	Negligible
Cognitive	.105	Negligible
Compensation	.046	Negligible
Metacognitive	.175	Weak
Affective	.055	Negligible
Social	.026	Negligible
Overall	.087	Negligible

Scale: .000-.125 Negligible; .126-.375 Weak; .376-.625 Neutral; .626-.875 Strong; .876-1.000 Perfect

Factors of the E-Learning Related Attitudes Predicting Academic Performance in English

The regression analysis in Table 16 reveals that none of the factors of the e-learning related attitudes

predicts the academic performance in English ($p=.245-.925$). This means that e-learning related attitudes do not increase nor decrease the academic performance in English. This is supported by a low r square (.013) and F -value (.478). The null hypothesis stating that none of the factors of the e-learning related attitudes best predicts academic performance in English is accepted. This contradicts the theory of Hendrickson (1997) wherein he found that motivation and attitudes were the best predictors of student grade point average.

Table 16. Factors of the e-learning related attitudes predicting academic performance in English

Indicators	Beta Coefficient	Significance	Description
Challenges of E-Learning	.124	.245	Not Significant
Benefits from E-Learning	.065	.582	Not Significant
Using Computer Systems	-.014	.925	Not Significant
Leisure Interest on E-Learning Innovations and Use of Computers	-.062	.614	Not Significant

$R^2=.013$; $F=.478$; $p=.752$

Factors of the English Language Learning Strategies Predicting Academic Performance in English

Table 17 reveals that metacognitive English language learning strategy predicts the academic performance in English ($B=.325$, $p=.013$). This means that increase in metacognitive English language learning strategy will increase the academic performance in English. The null hypothesis stating that none of the factors of metacognitive English language learning strategy best predicts academic performance in English is rejected. This result contributes to the existing literature of the effectiveness of using metacognitive strategies in enhancing student performance. This confirms the study of Brak, Lan, and Paton (2010) wherein results revealed that individuals who are use metacognitive strategies in their learning appear to achieve more positive academic outcomes than individuals who do not.

Table 17. Factors of the English language learning strategies predicting academic performance in English.

Indicators	Beta Coefficient	Significance	Description
Memory	-.166	.217	Not Significant
Cognitive	.175	.244	Not Significant
Compensation	-.031	.792	Not Significant
Metacognitive	.325	.013	Significant
Affective	-.090	.517	Not Significant
Social	-.121	.316	Not Significant

$R^2=.060$; $F=1.525$; $p=.174$

Factor of the E-Learning Related Attitudes Predicting the English Language Learning Strategies

The analysis in Table 18 reveals that e-learning related attitude in terms of challenges predicts the academic performance in English ($B=.210$, $p=.048$). This means that increase in that e-learning related attitude in terms of challenges will increase the academic performance in English. The null hypothesis stating that none of the factors of e-learning related attitudes best predicts academic performance in English is rejected. This implies that when students face fewer challenges in e-learning, the higher the chances that they will perform better in online English learning. E-learning challenges identified in this study are online learning's teacher-centeredness, learning through e-learning is tiresome, and using computer systems requires a lot of mental effort. This finding offers an implication for teachers to assess students' readiness in e-learning and thus develop intervention that will enhance the students' technical skills.

Table 18. Factor of the e-learning related attitudes predicting the English language learning strategies.

Indicators	Beta Coefficient	Significance	Description
Challenges of E-Learning	.210	.048	Significant
Benefits from E-Learning	.148	.206	Not Significant
Using Computer Systems	-.163	.277	Not Significant
Leisure Interest on E-Learning Innovations and Use of Computers	-.074	.542	Not Significant

$R^2=.030$; $F=1.138$; $p=.341$

V. CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings based on the results, presents the conclusions of the study and gives recommendations on the outcomes of this research.

Summary of Findings

The following are the findings of the study.

1. The grand mean of 3.09 revealed that the students have a neutral e-learning related attitude, and this is the same in terms benefits from e-learning (mean=3.38), using computer systems (mean=3.11) and leisure interest on e-learning innovations and use of computers (mean=3.45) while negative in terms challenges of e-learning (mean= 2.42).
2. The students have high extent of English language learning strategies (grand mean=3.58) in terms of affective (mean=3.58), memory (mean=3.51), compensation (mean=3.58), metacognitive (mean=3.63), cognitive (3.54) and social (mean=3.65).
3. With a mean grade of 87.96, the level of students' academic performance in English is highly proficient.
4. There is negligible relationship between E-learning related attitudes and English language learning strategies of the students ($r=.013$) and there is also negligible relationship between E-learning related attitudes and academic performance in English ($r=.051$) and between English language learning strategies and academic performance in English ($r=.087$).
5. None of the factors of the e-learning related attitudes, challenges of e-learning ($\beta=.124$, $p=.245$), benefits from e-learning ($\beta=.065$, $p=.582$), using computer systems ($\beta=-.014$, $p=.925$), and leisure interest on e-learning innovations and use of computers ($\beta=-.062$, $p=.614$) best predicts the level of academic performance in English of the students.
6. Out of the six factors of the English language learning strategies, metacognitive ($\beta=.325$, $p=.013$) best predicts the level of academic performance in English of the students.
7. Among the factors of the e-learning related attitudes, challenges of e-learning ($\beta=.210$, $p=.048$) best predicts the English language learning strategies of the students.

Conclusions

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

1. The students have either positive or negative attitude toward e-learning, and this is the same in terms of benefits from e-learning, using computer systems and leisure interest on e-learning innovations and use of computers, while negative in terms challenges of e-learning.
2. The students always use the English language learning strategies such affective, memory, compensation, metacognitive, cognitive, and social strategies.
3. The students have a highly proficient academic performance in English.
4. The e-learning related attitudes of the students do not affect the extent of their English language learning strategies and level of academic performance in English and in the same manner, the extent of their English language learning strategies does not predict their performance in the same subject.
5. None of the factors of the e-learning related attitudes best predicts the level of academic performance in English of the students.
6. The factor of the English language learning strategies that best predicts the level of academic performance in English of the students is metacognitive.
7. Challenges of e-learning is the factor of the e-learning related attitudes that best predicts the English language learning strategies of the students.

Recommendations

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

1. There is a need to improve the attitude of the students in e-learning, thus, the teachers may consider introducing online activities and strategies that will improve students attitude toward the new modality in learning.

2. To maintain the high extent of English language learning strategies of the students, it is recommended that teachers match between their teaching strategies to the students' learning strategies in order for the students to heighten their motivation which could lead to better academic performance.
3. Since metacognitive strategy is the English language learning strategy that best predicts the level of academic performance in English of the students, there is a need to make students increasingly supervise their own learning as they become aware of their strengths and weaknesses and understand that being successful depends on the effort they make and the strategies they implement.
4. With challenges of e-learning as the factor of the e-learning related attitudes that best predicts the English language learning strategies of the students, it is recommended that students are made aware of the strategies that best address the challenges that they encounter in online learning. With this, students will be able to easily address challenges that may come their way.
5. Further studies the variables under investigation are encouraged covering students from other grade levels and from other basic education schools to verify the findings from the current study.

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