

## Autonomous Learning Process and English Language Autonomy among Grade 10 Learners in Camp Vicente Lim Integrated School



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**ABSTRACT:** The main thrust of this study was to determine the level of manifestation of autonomous learning process in relation to the level of English language autonomy of Grade 10 learners in Camp Vicente Lim Integrated School and to be assured that autonomous learning process and language autonomy is successfully implemented and developed most especially among the public school. The action plan for implementing autonomous learning process and improving the level of language autonomy was the output of the study. This study followed the descriptive-correlational method design. Through simple random sampling, the respondents were the 250 Grade 10 learners randomly picked from different sections. Validated researcher-made survey instruments were used for gathering of data. Using four-point Likert Scale and the simple mean, and Pearson-r correlation coefficient, findings revealed that autonomous learning process was highly manifested among Grade 10 learners and the learners' level of language autonomy was also highly manifested. As regards the relationship between the manifestation of autonomous learning process and language autonomy, the result indicated a significant relationship.

**KEYWORDS:** autonomous learning process, English language autonomy, modular distance learning

### INTRODUCTION

As the COVID-19 pandemic unexpectedly happened last 2019 and still surging up until now, it is necessary to take safety measures such as implementing social distance between people and seems like nothing in human's daily social activities was left unaffected. One of the most affected fields that COVID-19 brought so many changes is the education sector. It is when schools, institutions, and even universities around the world are forced to close their doors and stop operating face-to-face learning to prevent its fast spread. Educators are obliged to think of alternative methods and educational technologies that will be effectively used while face-to-face classroom setup is temporarily prohibited.

With this matter, the adoption of distance education and online learning becomes not just a trend but also an urgent necessity, rather than an option. In mere cases, teachers, parents, and students in all corners of the world have been facing challenging times facing the COVID-19 pandemic. But despite these challenges, one positive outcome of the shipment from traditional face-to-face learning to modular or virtual learning is that it encourages students to learn independently and at their own pace. A potential drawback is that students face obstacles in interacting and learning from one another's contributions.

In relation, the specific features of distance learning which emanate from the geographical distance separating the students from their teacher and the educational institution, have sparked a great research interest regarding the factors which effectively determine the learners' successful participation in distance learning environments. In this respect, great significance is attributed to the autonomous learning process and language autonomy in distance learning environments, since the alternative educational intervention offered in distance education encourages learners towards learning autonomy.

Hence, considering the important role of autonomous learning process and English language autonomy, the current study sought to examine the correlation between the level of manifestation of the autonomous learning process and the level of English language autonomy in distance education specifically to those taking the modular approach.

The study was conducted with the interest of gaining assurance if the English teachers in Camp Vicente Lim Integrated School still or do integrate autonomous learning process in constructing modules and teaching English language among the Grade 10 learners.

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Moreover, the result of the study showed that the Grade 10 students were mature enough and had a sufficient level of understanding to grasp the concept of autonomy. It also served as excellent preparation for them to begin senior high school, as they will be more prepared and responsible in their studies.

### METHODS

The study utilized a quantitative approach with used of a researcher-made survey instrument, a questionnaire. To be more specific, descriptive-correlational design was employed. Tankersley (2015) defined descriptive-correlational as a type of research method that involved observing variables to establish a statistically corresponding relationship between or among them. The study was conducted in Camp Vicente Lim Integrated School that served as help to the language teachers in English. A simple random technique was employed in determining the sample from the chosen population. Computed through G-Power Formula, a sample of two-hundred and fifty (250) respondents was determined from the seven-hundred and six (706) Grade 10 learners in Camp Vicente Lim Integrated School in the division of Calamba City.

A 20-item researcher-made questionnaire for student-respondents was formed and utilized as the instrument of the study to assess the level of manifestation of autonomous learning process which was divided into two parts to specifically examine the level of manifestation of autonomous learning process in terms of fostering autonomy in language learning and setting the stage for fostering autonomous learning process. Meanwhile, another 40-item research-made questionnaire for learners was used to assess the level of English language autonomy in terms of the metacognitive abilities such as planning, monitoring, organizing, and evaluating abilities. These researcher-made questionnaires were based on the theories anchored in this study and the related literature and studies gathered by the researcher. The test was scored on a four-point Likert scale to ease administration, scoring, and assessment. It was classified on a four-point scale, with four (4) being the highest and one (1) being the lowest.

The data were gathered with the permission from the Schools Division Office and the school head of Camp Vicente Lim Integrated School (CVL IS), Calamba City to conduct the study. The questionnaires were administered through google form. Through the whole process of data gathering, the researcher strictly followed the Inter-Agency Task Force (IATF) health protocols to ensure the safety of the personnel involved in the study. The data gathered from the survey were collected, tallied, and treated using the mean and the four-point Likert Scale as used to describe the level of manifestation of autonomous learning process among Grade 10 learners and the level of the English language autonomy of the Grade 10 learners in Camp Vicente Lim Integrated School and Pearson r to determine the relationship between the level of manifestation of autonomous learning process and English language autonomy level of the Grade 10 learners in Camp Vicente Lim Integrated School.

### RESULTS AND DISCUSSION

Discussion per problem and per table/thematic chart followed by discussion, interpretation/reflection, and supporting literature.

**Table 1.1**

Level of Manifestation of Autonomous Learning Process among Grade 10 Learners in Camp Vicente Lim Integrated School as assessed by the Learners in terms of Fostering Autonomy in Language Learning

Indicators in terms of Fostering Autonomy in Language Learning	Students	
	$\bar{X}$	VI
I analyze my strengths and weakness in learning the English language.	3.30	HM
I write down my needs in learning the English language.	3.22	M
At the beginning of the school year, I set out short and long-term goals in improving my English proficiency.	3.35	HM
As I discover new things about learning English, I write these down in my journal.	2.94	M
I join in extracurricular activities that will help me better understand English even more.	2.92	M
I use all available resources (libraries, internet, software, music, literature, television, etc.) to study and practice English as I answer my module in English.	3.53	HM
I attend seminars, conferences, or conversation clubs to learn practice English even outside of school.	2.40	SM
I attend tutorial schedules to consult about learning strategies that I can use to easily learn and use English.	2.74	M

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I evaluate my learning progress as my teacher gives me my scores in quizzes, activities, and tests in every grading period to track my performance in English.	3.39	HM
I use different strategies in learning.	3.33	HM
<b>General Assessment</b>	<b>3.11</b>	<b>M</b>

Legend: 3.25 – 4.00 Highly Manifested (HM) 2.50 – 3.24 Manifested (M)  
1.75 – 2.49 Slightly Manifested (SM) 1.00 – 1.74 Not Manifested (NM)

Table 1.1 shows level of manifestation of autonomous learning process among Grade 10 Learners in Camp Vicente Lim Integrated School as assessed by the learners themselves in terms of Fostering Autonomy in Language Learning. The general assessment was **3.11** which was verbally interpreted as **Manifested**. Furthermore, the indicator “I use all available resources (libraries, internet, software, music, literature, television, etc.) to study and practice English as I answer my module in English” had the highest computed composite mean of **3.53** which was verbally interpreted as Highly Manifested while the indicator “I attend seminars, conferences, or conversation clubs to learn practice English even outside of school” had the lowest computed composite mean of 2.40 and was verbally interpreted as Slightly Manifested.

It implies that the Grade 10 learners somewhat uphold autonomy in language learning even during distance learning as evidenced by how they utilized all available resources to study and practice English, how they evaluate their own progress, how they set out their own goals for improvement in English proficiency, how they analyze their strengths and weaknesses in learning the English language, and how they use different learning strategies. Hence, promoting learner autonomy was relevant in the field of learning the English language due to the multiple benefits it will bring to the process of learning a new language. At the same time, the manifestation of autonomous learning process in learning English was very significant for learners to gain and improve competence in the English language.

**Table 1.2**

Level of Manifestation of Autonomous Learning Process among Grade 10 Learners in Camp Vicente Lim Integrated School as assessed by Learners in terms of setting the Stage for Fostering Autonomous Learning Process

Indicators in terms of Setting the Stage for Fostering Autonomous Learning Process	Students	
	$\bar{X}$	VI
I always see to it that my teacher understands my learning goals in English so she can guide me in achieving them.	3.42	HM
I have my personal goals in learning English instead of solely following the instructional objectives from schools.	3.28	HM
I make learning plans in English that will serve as my guide in monitoring my learning progress.	3.15	M
I have the initiative to look for other resources for English learning.	3.32	HM
I am motivated to always look for new opportunities in learning the English language.	3.51	HM
I choose more than one learning strategies that I can use to easily learn the English language.	3.38	HM
I become independent in learning.	3.33	HM
I am encouraged to become creative in doing the activities.	3.38	HM
I enhance my communication skills and I become a critical thinker in doing the activities in our lessons in English.	3.37	HM
I can practice and apply social responsibilities even during Modular Distance Learning because of the activities provided by my teacher.	3.53	HM
<b>GENERAL ASSESSMENT</b>	<b>3.36</b>	<b>HM</b>

Legend: 3.25 – 4.00 Highly Manifested (HM) 2.50 – 3.24 Manifested (M)  
1.75 – 2.49 Slightly Manifested (SM) 1.00 – 1.74 Not Manifested (NM)

It implies that the Grade 10 English teachers are fully able to set the stage for fostering an autonomous learning process even during distance learning such as adding activities that develop socially responsible learners even during Modular Distance Learning and also enhance their communication skills, motivating learners to always look for new opportunities in learning English language,

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guiding learners to achieve their learning goals, empowering learners to use different learning strategies to be more creative and to be independent in learning.

**Table 2.1**

English Language Autonomy Level of the Grade 10 Learners in Camp Vicente Lim Integrated School in terms of Planning Abilities

Indicators in terms of Planning Abilities	$\bar{x}$	VI
I use my own way and strategy in selecting and planning activities that will help me learn English independently.	3.48	HM
I set out short and long-term goals to improve my English proficiency.	3.27	HM
I make further efforts when I believe I will achieve the target.	3.46	HM
I believe that the exercises are given to me for studying help me learn better.	3.60	HM
I plan and execute projects related to any of the topics proposed in the English class.	3.33	HM
I join my teacher and classmates, in making decisions about program design, contents, and evaluation of the English class.	2.99	M
I accept responsibility for planning and preparing a class topic or activity.	3.34	HM
I try to discover materials that will best suit my learning process and look for a way to access these materials.	3.43	HM
I choose and use my learning styles.	3.53	HM
I make a weekly learning plan to do advance learning in English.	3.26	HM
<b>GENERAL ASSESSMENT</b>	<b>3.37</b>	<b>HM</b>

Legend: 3.25 – 4.00 Highly Manifested (HM) 2.50 – 3.24 Manifested (M) 1.75 – 2.49 Slightly Manifested (SM) 1.00 – 1.74 Not Manifested (NM)

It implies that the Grade 10 learners possess planning abilities which is one of the metacognitive abilities that portrays the manifestation of language autonomy such as believing that the exercises given to them will help them learn better, choosing what learning style to be used, using knowledge, preferences, habits, and strategies in selecting and planning activities to learn English on their own, making further efforts to achieve the learning target, discovering materials that will best suit their learning process and looking for ways to access these materials, being responsible for planning and preparing a class topic or activity, executing projects related to English, setting goals to improve English proficiency, and making weekly learning plan to do advance learning.

**Table 2.2**

English Language Autonomy Level of the Grade 10 Learners in Camp Vicente Lim Integrated School in terms of Monitoring Abilities

Indicators in terms of Monitoring Abilities	$\bar{x}$	VI
I am always aware of what level of English proficiency do I have.	3.17	M
I use diaries or language portfolios to monitor my progress in learning English.	2.98	M
I devote time to study and practice English even if I am not being monitored by my teacher.	3.21	M
I take extra assignments or academic activities to learn English, even if they do not represent a course grade.	2.88	M
I am aware of my strengths and weaknesses while learning.	3.50	HM
I utilize technology to learn and practice English.	3.41	HM
I interact with my classmates and my teacher in English learning	3.16	M
I focus on learning activities.	3.43	HM
I think I am responsible for my language learning, improvement, and proficiency level.	3.38	HM
I can use some useful exercises which I use to learn other foreign languages.	3.41	HM
<b>GENERAL ASSESSMENT</b>	<b>3.25</b>	<b>HM</b>

Legend: 3.25 – 4.00 Highly Manifested (HM) 2.50 – 3.24 Manifested (M) 1.75 – 2.49 Slightly Manifested (SM) 1.00 – 1.74 Not Manifested (NM)

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Table 2.2 shows English language autonomy level of the Grade 10 learners in Camp Vicente Lim Integrated School in terms of Monitoring Abilities. The general assessment was **3.25** which was verbally interpreted as **Highly Manifested**. Furthermore, the indicator “I am aware of my strengths and weaknesses while learning” had the highest computed composite mean of **3.50** which was verbally interpreted as **Highly Manifested** while the indicator “I take extra assignments or academic activities to learn English, even if they do not represent a course grade” had the lowest computed composite mean of **2.88** and was verbally interpreted as **Manifested**.

It implies that the Grade 10 learners possess monitoring abilities which is one of the metacognitive abilities that portrays the manifestation of language autonomy such as learners are aware of their strengths and weaknesses while learning, well-focused on learning activities, and use some useful exercises to learn other foreign languages, utilize technology to learn and practice English, and is taking responsibility in language learning, improvement, and proficiency level.

**Table 2.3**

English Language Autonomy Level of the Grade 10 Learners in Camp Vicente Lim Integrated School in terms of Organizing Abilities

Indicators in terms of Organizing Abilities	$\bar{X}$	VI
I express my preferences for certain types of learning activities in class.	3.19	M
I try to make connections about old and new things you have learned in English.	3.30	HM
I organize an English study group outside of the class.	2.71	M
Revisions that I do myself enhance my learning	3.16	M
I propose to change the way class issues are carried out	2.96	M
I contribute ideas to improve the dynamics, activities, and materials in English class.	3.14	M
I select and critically analyze materials and books for personal use in learning English.	3.22	M
I collaborate with my classmates in English learning.	3.09	M
I propose materials for the English class.	2.89	M
I help in the learning process of my classmates and help them in learning English.	3.11	M
<b>GENERAL ASSESSMENT</b>	<b>3.07</b>	<b>M</b>

Legend: 3.25 – 4.00 Highly Manifested (HM) 2.50 – 3.24 Manifested (M) 1.75 – 2.49 Slightly Manifested (SM) 1.00 – 1.74 Not Manifested (NM)

It implies that the Grade 10 learners possess organizing abilities which is one of the metacognitive abilities that portrays the manifestation of language autonomy such as learners are able to make connections about old and new things they have learned in English, select and critically analyze materials, and references, have preferences on learning activities, do revisions to enhance learning, contribute ideas to improve dynamics, activities, and materials in English class, help peers to learn English, and do collaborative learning.

**Table 2.4**

English Language Autonomy Level of the Grade 10 Learners in Camp Vicente Lim Integrated School in terms of Evaluating Abilities

Indicators in terms of Evaluating Abilities	$\bar{X}$	VI
At school, I reflect on the relationship between English and the culture associated with this language.	3.23	M
I discover and explore my favorite ways of relating to the language.	3.20	M
At school, I discover particular learning styles and strategies to learn English effectively.	3.32	HM
I reflect objectively on my performance as a language learner	3.22	M
I make use of the teacher’s feedback on assessments, workshops, and/or tests to study on my own and reinforce a topic.	3.30	HM
At school, I am aware of the level of proficiency I want to acquire in English.	3.34	HM
I can identify my mistakes in English and correct them on my own.	3.10	M
I check my writing assignments at regular intervals to see my progress.	3.22	M

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I am taking notes to remember my language development better.	3.30	HM
I examine the targets that I aim to get.	3.36	HM

<b>GENERAL ASSESSMENT</b>	<b>3.26</b>	<b>HM</b>
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Legend: 3.25 – 4.00 Highly Manifested (HM) 2.50 – 3.24 Manifested (M) 1.75 – 2.49 Slightly Manifested (SM) 1.00 – 1.74 Not Manifested (NM)

Table 2.4 shows English language autonomy level of the Grade 10 learners in Camp Vicente Lim Integrated School in terms of Evaluating Abilities. The general assessment was **3.26** which was verbally interpreted as **Highly Manifested**. Furthermore, the indicator “I examine the targets that I aim to get” had the highest computed composite mean of **3.26** which was verbally interpreted as **Highly Manifested** while the indicator “I can identify my mistakes in English and correct them on my own” had the lowest computed composite mean of **3.10** and was verbally interpreted as **Manifested**.

It implies that the Grade 10 learners possess evaluating abilities which is one of the metacognitive abilities that portrays the manifestation of language autonomy such as the learners are able to examine the targets that they aim to get, aware of the level of proficiency they want to acquire, discover learning styles and strategies to learn English, check my writing assignments at regular intervals to see their progress, make use of the teacher’s feedback on assessments to reinforce independent learning, and take notes to remember language development better.

**Table 3**

Test of Significant Relationship between the Level of Manifestation of Autonomous Learning Process and English Language Autonomy Level of the Grade 10 Learners in Camp Vicente Lim Integrated School

Autonomous Learning Process	English Language Autonomy	r value	P value	Remarks	Decision
Fostering Autonomy in Language Learning	Planning Abilities	.387**	.000	Significant	Reject H <sub>0</sub>
	Monitoring Abilities	.391**	.000	Significant	Reject H <sub>0</sub>
	Organizing Abilities	.305**	.000	Significant	Reject H <sub>0</sub>
	Evaluating Abilities	.264**	.000	Significant	Reject H <sub>0</sub>
Setting the Stage for Fostering Autonomous Learning Process	Planning Abilities	.437**	.000	Significant	Reject H <sub>0</sub>
	Monitoring Abilities	.394**	.000	Significant	Reject H <sub>0</sub>
	Organizing Abilities	.361**	.000	Significant	Reject H <sub>0</sub>
	Evaluating Abilities	.319**	.000	Significant	Reject H <sub>0</sub>

\*\*Correlational at the level 0.01

\*Correlational at the level 0.05(Two-tailed)

As shown in Table 3, the r values 0.387, 0.391, 0.305, 0.264, 0.437, 0.394, 0.361, and 0.319 were all interpreted as with positive correlation to correlate Autonomous Learning Process and English Language Autonomy, and the computed probability values were lower than the level of significant ( $p > 0.05$ ); thus, the null hypothesis was rejected. The result showed that there was significant relationship between the level of manifestation of autonomous learning process and level of language autonomy.

Based on the results, it can be deduced that fostering and setting the stage for fostering an autonomous learning process in the teaching strategies of the English teachers had an association with the English language autonomy of the learners, be it in terms of their planning, monitoring, organizing, or evaluating abilities.

Aside from that, the result also showed that there is a positive correlation between the manifestation of autonomous learning process and level of language autonomy as it explains that the higher the manifestation of autonomous learning process, the higher the level of language autonomy among learners will be. Thus, it can be said that integrating autonomous learning process in teaching English can help learners improve their language autonomy.

Even in online and other distance learning modalities, autonomous learning had also positive effects in learners' language performance. Hence, the autonomous learning process was indeed necessary to integrate in the curriculum especially when it was about learning the English language. Most necessarily, it should be introduced to all language teachers of English here in the Philippines

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for them to be familiar and to practice doing this to their learners to produce autonomous learners where they can learn independently and most of all to produce lifelong learners that the society needs.

The impact of acquiring autonomous learning skills among learners will be helpful not only in learning the English language but also in the development of lifelong skills in all aspects of life of the learners. Language teachers should integrate and adopted autonomous learning process as it helped learners to improve their abilities and became independent especially amidst the COVID-19 pandemic where modules were only distributed to the learners to learn without the physical guidance of a teacher.

### **CONCLUSIONS**

Based on the above-mentioned findings of the study, we can attest that although Grade 10 learners are equipped to set the stage for fostering an autonomous learning process somehow the manifestation of autonomous learning process is in a moderate level and this clearly shows that students still need assistance from language teacher to further foster autonomy in language learning. Integrating autonomous learning process in teaching English can help learners improve their language autonomy and the higher manifestation of autonomous learning processes the higher level of English language autonomy the learners can possess. Thus, technology-oriented Continuing Professional Development Workshops such as Autonomous Language Teaching and Learning Development Plan can be a helpful response to level up effective strategies to integrate autonomous learning process and promote language autonomy among learners most especially in the New Normal Education.

### **RECOMMENDATIONS**

In light of the following results and findings of the study, the research thus highly recommend that the English teachers may give attention to the learner's belief in developing their language autonomy as it can lead to a good impact in learning English effectively. However, English teachers are also encouraged to be mindful of the existing gap between teacher and learner's perception about language teaching and learning that can also result in different expectations. Also, English teachers may need to pay extra attention to the planning, monitoring, organizing, and evaluating abilities of the learners since these essential metacognitive abilities are the focus of the manifestation of language autonomy as it has relationship with improving the level of English language autonomy of the learners by doing giving them extra tasks/activities that will expose them to develop or enhance more these metacognitive abilities. It is also suggested that greater exploration of relationships between autonomy and other student-focused constructs such as self-regulation, self-motivation, agency, and identity may be done. Aside from that, school head may direct the Head Teacher and Master Teacher to motivate the English teachers in guiding the student's utilization of the Action Plan towards their development and improvement of their English Language Learning Autonomy.

Future researchers may consider pursuing this study by doing further and in-depth studies about this topic in different research locales and respondents or correlating the autonomous learning process to two or more variables aside from the four essential metacognitive abilities included in this study such as the English proficiency, academic performance of the learners in English, and many other more.

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