

# PINOY SCHOLARS' EXPERIENCES VIS-À-VIS ENGLISH LANGUAGE ACQUISITION: ITS CORRELATIONS

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## Abstract

This study entitled “**PINOY SCHOLARS' EXPERIENCES VIS-À-VIS ENGLISH LANGUAGE ACQUISITIONS: ITS CORRELATIONS**” aims to determine the Pinoy (or also called as the ESGP-PA) Scholars' experiences in learning the second-language and its correlations to their language performances as basis for improving the language teachings facilitated in by the concerned faculty in the department. The data gathered imply that the BEED-ECE ESGP-PA scholars have had average written skills and their spoken skill is inadequately commendable; the BEED-SPED ESGP- PA Scholars get an average written skills and that their spoken skill is adequately commendable; the BTM ESGP-PA scholars in CAS have average written skills although their spoken skill is inadequately commendable; and the BTM ESGP-PA scholars in Medellin have had average written skills and their spoken skill is adequately commendable; learning the second-language has never been smooth-sailing; motivation and self-esteem have been low too; debilitating anxiety and the drive of the teachers to make them feel good when writing and speaking have never been influential; helping them realize that learning the second-language is not that easy and all perfect has to sound more convincing; 3. learning the second-language takes varies issues: some are good and some are disappointing conditions; it requires self-esteem and motivation; it takes too much trial-and error; it takes the will to learn; it also requires loving it though for many it is very awkward; it takes careful listening especially from those who have the skills like the English tutor; it also defies one to love his native language; it makes few learners appear mad and trying-hard to others; it makes students give more time to foreign friends than their local friends; and it forces them to enjoy what is unusual especially the use of the second-language even if it is not that easy; and that the written and spoken skills of the most of the ESGP-PA scholars are significantly correlated to experiences depending on how these are being facilitated either in the entire academic environment or by the mentors themselves. It is, therefore, concluded that the ESGP-PA or the Pinoy Scholars' experiences in learning the second-language are significantly correlated with their written and spoken skills.

**Keywords:** ESGP-PA Scholars, Second-language Acquisition, Written skills, spoken skills, Experiences in second-language learning

## 1. Introduction

Language, though complex, is a very important tool for communication. Whatever people do, people talk. Language is used to talk with our friends, relatives, and associates. This

can be used in different ways, written or spoken, verbal or non-verbal. Learning a language can be difficult or easy. Children on their younger age learn language easily and effortlessly. They learn things from what people around them say. It would just be surprising that a child just talks

even when not taught. On the other hand, an adult learns a language differently from a child.

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language—natural communication—in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (Krashen, 1981). With some exceptions, adults do not simply pick a second language. It usually requires conscious attention. With the exceptions of some remarkable individuals, adult second-language learners do not often achieve native-like grammatical competence in the second language (Fromkin, et al., 2010).

English language, on the other hand, is considered second language for most students in the Philippines particularly in Cebu City. These students have varied experiences in learning English. Some learned it at home, influenced by peers or in school. Students, particularly college students, have different backgrounds. Some come from remote areas where they were not taught to speak English and are afraid to speak English. Some are already knowledgeable of the said language but because they are not fluent, they are still afraid to use it. However, there are also some who are good enough in using the language. This may be because of their exposure to media, books, and the people around them.

In the Philippines, college education has been given importance by the government. Because of this, State Colleges and Universities are spread all over the country. These colleges and universities offer high or low tuition fees. These could basically cater students in different walks of life. With the strong help of the Philippine government on education, there are students who were given scholarships. These students were given the opportunity to continue studying even when they are poor because of this scholarship. Some of them are sent to accredited state universities. These students were chosen not because they are intelligent, but because they need to finish a degree to help their families when they graduate. Because of this, these government

scholars are students who still need to learn much on the use of English language.

This study is of such endeavor. It determines the performance of the ESGP-PA/SGP-PA scholars' (also known as Pinoy scholars) on their English language acquisition in terms of written and spoken modes. It also analyzes the correlations of both said variables along with their experiences while learning English language in and out of school. It, therefore, shows the development and the evaluation of the important skills in learning the said language, such as: the grammar skills, reading comprehension, mastery in identifying parts of speech, familiarity in determining the preciseness of the sentence constructs, and also on their mastery of producing the precise sounds of each given English words.

The study assumes that second language can be learned with constant training, interest and determination for personal growth and professional success. It further assumes that language acquisition both in written and spoken modes are highly correlated with the students' experiences from learning the said language.

It is anchored on the theory of Krashen on Second Language Acquisition which emphasizes that any second language can be best learned aside from the mother tongue. This can be third or fourth language of a bilingual/multilingual society where individuals already learned a language from childhood. Krashen's theory on Second Language Acquisition consists of five main hypotheses: (1) the Acquisition-Learning hypothesis; (2) the Monitor hypothesis; (3) the Input hypothesis; (4) the Natural Order hypothesis; and (5) the Affective filter hypothesis.

The Acquisition-Learning distinction is the most important of all hypotheses in Krashen's theory and the most widely known and influential among the linguists and language practitioners. Krashen explains that there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The former system is the product of the subconscious process very similar to the process children

undergo when they acquire their first language. It requires meaningful interaction in the target language—natural communication—in which speakers are concentrated not in the form of their utterances, but in the communicative act. The latter system (also called ‘learning’) is the product of formal instruction and it comprises a conscious process which results in conscious knowledge ‘about’ the language, for example, knowledge of grammar rules. Krashen is highly convinced that ‘learning’ is less important than ‘acquisition’.

The monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. Krashen mentions that the acquisition system is the utterance of the initiator, while the learning system performs the role of the ‘monitor’ or the ‘editor’. The ‘monitor’ acts in a planning, editing and correcting function when three specific conditions are met: that is, the second-language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule. It appears that the role of conscious learning is somewhat limited in second language performance. Krashen opines that the role of the monitor is—or should be—minor, being used only to correct deviations from ‘normal’ speech and to give speech a more ‘polished’ appearance.

The Input hypothesis is Krashen’s attempt to explain how the learner acquires a second language—how second language acquisition takes place. The Input hypothesis is only concerned with ‘acquisition’, not ‘learning’. He continues saying that in this hypothesis, the learner improves and progresses when he/she receives second-language ‘input’ that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage “i”, then acquisition takes place when he/she is exposed to ‘Comprehensible Input’ that belongs to level ‘i + 1’. We can then define ‘Comprehensible Input’ as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice

of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experiences.

The Natural Order hypothesis is based on the research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a ‘natural order’ which is predictable. For a given language, some grammatical structures tend to be acquired early while other late. This order seemed to be independent of the learners’ age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen, however, points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

Finally, the fifth hypothesis—the Affective Filter hypothesis—embodies Krashen’s view that a number of ‘affective variables’ play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to ‘raise’ the affective filter and form a ‘mental block’ that prevents comprehensible input from being used for acquisition. In other words, when the filter is ‘up’, it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

To see how this study is done, the following schema is presented:

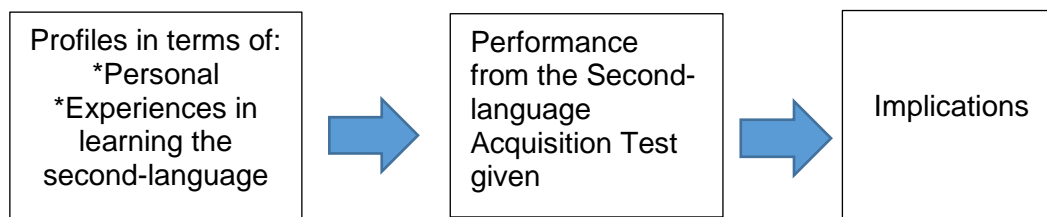


Figure 1. Conceptual-Framework of the Study

This study determines the Pinoy Scholars' experiences in learning the second-language and its correlations to their language performance as basis for improving the language teachings facilitated in by the concerned faculty in the department.

Specifically, it looks into the answers of the following:

1. Scholars' Actual level of Written (WRE) and Spoken Second Language Acquisition (PRN) vis-à-vis their Experiences (SRE) while learning the second-language;
2. Issues encountered while learning second-language;
3. Correlation between Written and Spoken Second-language Acquisitions; and
4. Second-language Acquisitions vis-à-vis Experiences from learning the second-language.

## 2. Methods and Materials

This study uses the mixed method in gathering and analyzing its data. Both quantitative-- using the ex-facto and qualitative-- using narratology techniques are considered important in the completion of this study. Self-made but pilot-tested instruments are administered to three different groups of respondents which are facilitating the Pinoy scholars in its own academic programs. Contents of these instruments include: the items which check on the written skills of the respondents such as the parts of speech, subject-verb agreement, types of sentences; and the spoken skills such as pronunciation, the issues they have identified when learning the L2 and the experiences they have gone through when being taught by their language mentors. The respondents of this study includes the Students' Grant-in-aid Program for Poverty Alleviation

(SGP-PA) which later on upgraded into Expanded Students' Grant-in-aid Program for Poverty Alleviation (ESGP-PA) scholars officially enrolled in the College of Education with 89 scholars from both BEED-ECE and SPED programs; the College of Arts and Sciences with 61 scholars of BTM program; and CNU-Medellin with 38 scholars also of BTM program. They are also known as the 'Pinoy Scholars' being the official grantee of the former President Pinoy's scholarship program. These scholars are also officially enrolled as 4<sup>th</sup> year students from the AY 2016-2017 and 2017-2018. These scholars have not been chosen out of their intelligence, but according to their status in life, and their interests or determination to earn a college degree so that after getting a job they too can support or send another sibling of theirs to college and help their families. These respondents are selected using stratified and convenient random sampling techniques. The responses of this study are checked, collated, tabulated and then analyzed using the Spearman-rho statistical formula in order to determine the correlation of both written and spoken skills along with its experiences in learning the said second-language. Rating scales which are appended in this study are used to be able to compute the desired results of this very study.

## 3. Results and Discussions

The following are the data gathered from the respondents on both written and spoken second-language they have acquired from their teachers in college.

### *Scholars' Actual level of Written (WRE) and Spoken Second Language Acquisition (PRN)*

The tables below correspond to the various indicators the study ought to establish,

such as the over-all acquired written skills along with the spoken skill they have developed in school. Written skills include their knowledge on the parts of speech (PS), reading comprehension (RC), linguistic structure (LS), and their knowledge on the types of sentences (TS). The average of its scores correspond to the over-all language acquisition (OLA) which each score is transmuted by scores 1-5 in order to

identify its corresponding levels, as implied in this study. Pronunciation (PRN) test is also given to check if the students are exactly familiar with the pronunciations of the words provided. Each word correctly pronounced is marked by check; and is counted as correct; and the average correctly pronounced words is noted to establish the needed results or levels of the spoken language (SRE) aspired for this study.

Table 1.1 Level of Written and Spoken Second-language Acquisition (BEED-ECE)

Indicators	PS	RC	LS	TS	OLA	WRE	PRN
Average	326	57	281	249	913	142	91
Results	7.24	1.3	6.24	5.53	20.3	3.15	2.02
Remarks	<b>ADA</b>	<b>PC</b>	<b>AVA</b>	<b>AVA</b>		<b>AVA</b>	<b>SKIC</b>

\*Total no. of respondents: **45**

Table 1.1 shows the responses of the BEED-ECE ESGP-PA scholars in terms of their written and spoken skills in the second-language they have enrolled in college. As revealed, the 45 scholars have averagely acquired the knowledge on the parts of speech. Most of their weaknesses are skewed to the concepts on prepositions and punctuations particularly on the correct usage of commas, colons and semi-colons. They also find it difficult to identify adverbs and pronouns. But generally, this group have averagely learned on the correct usage of verbs especially on the simple tenses and conditions but not on the perfect tenses and its participial forms. Reading comprehension, as revealed, is poor. Averagely almost all of the respondents are able to comprehend correctly on one item out of the given three items. These items of the reading comprehension represent simple to highly difficult levels of comprehension. Linguistic skills are of average. This means that the respondents are able to correctly identify agreements of each words in the sentence. However, few of them have problems with the agreements of nouns and its verbs when used in

complex patterns. The same table reveals that in terms of identifying types of sentence a good number of them do not have problems on it; yet, few of them have problems in terms of identifying complex from compound sentences. In a nutshell, their written skills are of average with 3.15 out 5.0 rating.

On the other hand, second-language acquisition does not only comprise the written skills. Pronunciation skill is also considered since this is the means of finding out if the students can articulate each of the words given. In this study, twenty words are provided which ranges from very simple to averagely difficult and difficult to pronounce. Most of the respondents have difficulty in pronouncing foreign-derivatives such as: ewe, reservoir, and prima facie. This reflects the result which says Spoken Knowledge is inadequately commendable (SKIC).

As a summary, the ESGP-PA Scholars who graduated in the BEED-ECE program have had average written skills and their spoken skill is inadequately commendable.

Table 1.2 Level of Written and Spoken Second-language Acquisition (BEED-SPED)

Indicators	PS	RC	LS	TS	OLA	WRE	PRN
Average	318	28	262	261	869	134	468
Results	7.22	.64	5.95	5.93	19.8	3.05	10.64
Remarks	<b>ADA</b>	<b>PC</b>	<b>AVA</b>	<b>AVA</b>		<b>AVA</b>	<b>SKAC</b>

\*Total no. of respondents: **44**

Table 1.2 shows the responses of the BEED-SPED ESGP-PA scholars in terms of their written and spoken skills in the second-language they have enrolled in college. As revealed, these 44 scholars have adequately acquired the knowledge on the parts of speech. Most of their weaknesses are also scewed to the concepts on adjectives, prepositions, punctuations and interjections. On adjectives, they hardly can tell they functions of numbers as used in the sentences. On the propositions, they have difficulty in identifying correct words to refer to space, location and time. On punctuations, they too have to learn more on the correct usage of commas, colons and semi-colons. Correct usage of interjections is also a difficulty to most of them. Generally, this group have also averagely learned the correct usage of verbs especially on the simple tenses and conditions. Only very few of them learn much about perfect tenses and its participial forms. Reading comprehension, as revealed, is also poor. Many of them encountered difficulty in comprehending the situations provided in the selections. In fact, almost all of them just get just one correct comprehension item. Linguistic skills are of average. This means that the respondents are able to correctly

identify agreements of each words in the sentence. However, few of them too have problems with the agreements of nouns and its verbs when used in complex patterns. The same table reveals that in terms of identifying types of sentence a good number of them do not have problems on it; yet, few of them have problems in terms of identifying complex from compound sentences. In a nutshell, their written skills are of average with 3.05 out 5.0 rating.

Pronunciation skill to this group is highly averagely commendable. Out of twenty (20) given words, almost all of them get an average of ten(10) words correctly pronounced. A quarter of them are able to pronounce foreign words correctly. The rest of the group are able to pronounce the other words correctly. There favorite words are prima facie, ewe, epitome, entourage, and margarine. This reflects the result which says Spoken Knowledge is averagely commendable (SKAC).

In a nutshell, the BEED-SPED ESGP-PA Scholars who have already graduated get an average written skills and that their spoken skill is adequately commendable too.

Table 1.3 Level of Written and Spoken Second-language Acquisition (BTM-CAS)

Indicators	PS	RC	LS	TS	OLA	WRE	PRN
Average	480	62	366	353	1257	193	156
Results	7.86	1.01	6.00	5.8	20.6	3.16	2.56
Remarks	<b>ADA</b>	<b>PC</b>	<b>AVA</b>	<b>AVA</b>		<b>AVA</b>	<b>SKIC</b>

\*Total no. of respondents: **61**

Table 1.3 shows the responses of the BTM ESGP-PA scholars who got enrolled and were able to graduate from the College of Arts and Sciences. The following data presented are their written and spoken skills in the second-language they have attended to in college. As revealed, these 61 scholars have adequately acquired the knowledge on the parts of speech. Most of their weaknesses are still scewed about prepositions and punctuations particularly on the correct usage of commas, colons and semi-colons. Few items are about the use of hyphens and dashes. They also find it difficult to identify adverbs and pronouns. All of these respondents averagely learn about verbs—its simple and perfect tenses including its participial forms.

In contrast to the grammar skills, their reading comprehension skill appear as poor. Just like the BEED-SPED, these respondents have comprehended correctly one item out of the given three items. These items of the reading comprehension represent simple to highly difficult levels of comprehension. Almost all of them know basically the simple item on reading comprehension. On linguistic agreements, these students identify correctly how words agree with each other in the given sentences. They have averagely acquired such essential skill. However, few of them have problems with the agreements of nouns and its verbs when used in complex patterns. The same table reveals that in

terms of identifying types of sentence few of them know it very well. Others have problems in identifying complex from compound sentences. Thus, the data reveals about their written skills as average with 3.16 out 5.0 rating.

In terms of pronunciation skill, these BTM ESGP-PA scholars appear to be problematic. Many words such as *fau*, *awry*,

*entourage*, *epitome*, *rhetoric*, *reservoir* and *prima facie* have consistently been mispronounced. To this end, their Spoken Knowledge is inadequately commendable (SKIC).

As a summary, the ESGP-PA Scholars who graduated in the BTM program in CAS have average written skills although their spoken skill is inadequately commendable.

Table 1.4 Level of Written and Spoken Second-language Acquisition (BTM-CAS)

Indicators	PS	RC	LS	TS	OLA	WRE	PRN
Average	304	102	314	243	965	147	514
Results	8.00	2.68	8.26	6.39	25.3	3.87	13.5
Remarks	<i>ADA</i>	<i>AC</i>	<i>ADA</i>	<i>AVA</i>		<i>ADA</i>	<i>SKAC</i>

\*Total no. of respondents: **38**

Table 1.4 shows the responses of the BTM ESG-PA scholars in the Medellin Campus. The data include their written and spoken skills in the second-language they have enrolled in college. As revealed, the 38 scholars averagely acquire the knowledge on the parts of speech. Their weaknesses are lumped to prepositions and punctuations particularly on the correct usage of commas, colons and semi-colons. They also find it difficult to identify adverbs and pronouns. But generally, this group have averagely learned on the correct usage of verbs especially on the simple tenses and conditions but not on the perfect tenses and its participial forms. Reading comprehension, as revealed, is poor. Averagely almost all of the respondents are able to comprehend correctly on one item out of the given three items. These items of the reading comprehension represent simple to highly difficult levels of comprehension. Linguistic skills are of average. This means that the respondents are able to correctly identify agreements of each words in the sentence. However, few of them have problems with the agreements of nouns and its verbs when used in complex patterns. The same table reveals that in terms of identifying types of sentence a good number of them do not have problems on it; yet, few of them have problems in terms of identifying complex from compound sentences. In a nutshell, their written skills are of average with 3.87 out 5.0 rating.

In terms of their spoken second-language acquisition, these BTM ESGP-PA scholars have pronounced many of the given words correctly. However, they are not very sure of the correct pronunciation of some foreign derivatives such as *prima facie*, *entourage*, *reservoir*, *fau*. Despite their doubts on those words, the group still acquires a Spoken Knowledge skill as adequately commendable (SKAC).

As a summary, the ESGP-PA Scholars who graduated in the BTM program in Medellin have had average written skills and their spoken skill is adequately commendable.

### *Scholars' Language Experiences*

In view of humanistic psychology, Rogers (Manion, 2011) highlighted the idea on the 'third force'. He explains that people are instilled with an innate drive to "be all they can be." This is what Maslow also reveals about the path of survival on the road to achievement. Pragmatists call this experience, which the empiricists likewise insist about 'empiricus' or experience in its english equivalent.

In this study, experience is believed to be a significant factor of learning the second-language. This becomes the basis of finding how good or bad the acquisition of one about the language he uses.

Table 2. Data on the Language Experiences of the ESGP-PA Scholars

Respondents	Means Scores of their Experiences	Interpretations (Experiences are...)
BEED-ECE (CTE)	2.02	Inadequately Meaningful and Influential
BEED-SPED (CTE)	2.95	Averagely Meaningful and Influential
BTM (CAS)	2.73	Inadequately Meaningful and Influential
BTM (Medellin)	3.29	Averagely Meaningful and Influential

As presented herein, the ESGP-PA scholars display differing mean scores of their experiences. The BEED-ECE, for instance, mark a 2.02 mean for their experiences which can be interpreted as inadequately meaningful and influential. This means that in the entire second-language acquisition exposures of the scholars, language learning itself give way to their academic success; although, some of its facets especially in terms of grammar need more refinements. Their spoken skills are yet to be pruned and polished.

The BEED-SPED scholars acquire a 2.95 mean for their experiences on the second-language. This means that at its outset both written and spoken language exposures are averagely meaningful and influential. The same scholars opine that their knowledge about grammar give them the way to understand the natural course of their academic welfare. In fact, they realize that even if most of them have not constructed good sentences, they believe that they are still able to deliver the right messages they wish other people to hear and read from them. Short may their sentences be, they still believe that these can influence others to write and speak too good messages to live by.

The BTM scholars from CAS also find their experiences in learning the second-language as inadequately meaningful and influential. The mean if 2.73 means that although their experiences from their teachers in learning the second-language may have never been good; they still believe that they are able to express their views the simpler they can. This, therefore, is what Krashen emphasizes in his Input Hypothesis idea. He opines that when the meaning is successfully conveyed, it then constitutes the learning experiences.

On the other hand, the BTM scholars of Medellin find experiences totally different from the other scholars. Their mean score on experiences mark 3.29, which is interpreted as averagely meaningful and influential. These same scholars explain that although learning the second-language may have never been perfect to them – that like the others they too encounter depressing moments while committing errors—they still account learning from these errors as their stepping stones to master the ‘nice-to-hear’ if not the correctly structured grammar and message. This realization set in themselves because of their drive to learn, their strong motivation to improve themselves, and their aspiration to find success from the new things they are confronted with everyday. This same realizations of the scholars is also supported by what Krashen believes about learning the second-language. He calls this as Affective Filter hypothesis. This embodies a number of ‘affective variables’ that play a facilitative, but non-causal role in second language acquisition. According to him, these variables include motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

As a summary, not all of the groups find learning the second-language as smooth-sailing. They have experienced having low motivation, low self-esteem, and debilitating anxiety, but the drive of their teachers to make them feel good when writing and speaking; and by helping them realize that learning the second-language is not that easy and all perfect. This help them remain standing on their own two-feet and believe that even in they are in low motivation and self-esteem, these cannot stop them from learning good of the second-language. This, therefore,



agree to what Krashen believe when he says that when teachers combine both low motivation and self-esteem to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition, the teachers then are able to make the students learn the language more meaningfully. In other words, when the filter is 'up', it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

### *Correlations of Written from Spoken Second-language Acquisitions*

Another objective of the study is to determine the correlations of both written and spoken skills in each of the group of respondents. This is done to validate the contention that if the written skill is poor, the spoken skill is likewise poor or vice-versa.

The following table, therefore, presents the data-gathered from the respondents:

Table 3. Correlation between Written and Spoken Second-language Acquisitions

Respondents	n	Means		Computed Value	Tabled Value	Correlations
		Written	Spoken			
BEED-ECE (CTE)	45	3.16	2.02	6.557	2.021	<i>Significantly correlated</i>
BEED-SPED (CTE)	44	3.04	2.43	2.051	2.021	<i>Significantly correlated</i>
BTM (CAS)	61	3.16	2.56	-3.295	2.010	<i>Not significantly correlated</i>
BTM (Medellin)	38	3.86	3.47	-6.000	2.021	<i>Not significantly correlated</i>

\*Total no. of respondents: **188**

As revealed herein, written skill (6.557) is significantly correlated with the spoken skill (2.021) for the BEED-ECE. This means that the grammar skills of the scholars are then correlated to their own spoken skill. This further means that one may be good in his grammar or written skills, if his pronunciation or spoken skill is also good.

In a similar situation, the BEED-SPED scholars' written skills (2.051) are significantly correlated with their spoken skill (2.021). This means that because they are good in terms of the grammar skill, they are also good in terms of pronunciation or spoken skill. Leibniz (Mannion, 2011) also supports this contention through his principle of predication, saying "everything that predicates a thing is also part of what that thing is, not just something that happens to it." To this end, it is noted that when one is good at writing using the second-language, he also is good in speaking using the same language.

However, there is a differing situation found among the BTM ESGP-PA scholars from CAS with those of the BTM ESGP-PA scholars from the Medellin Campus. The formers' written skill (-3.295) is less than the spoken skill (2.010), which means that both are not significantly correlated with each other. The same case with the latter. The written skills (-6.000) is less than its spoken skill (2.021), which also means that both are not significantly correlated with each other. Both results reveal that one may be good in his grammar skills, although his pronunciation or spoken skill is not that good. This very finding supports Leibniz's principle of sufficient reason. Leibniz (Mannion, 2011) explains that everything happens for a reason, though it may remain a mystery to the person. The previous contention explains that there are those people who have good backgrounds on the written language, even if their experiences in speaking the language may not be very inspiring and good. How does that happen remains a mystery to many.

From those differing ideas about the written and spoken languages, it is therefore

found out that second-language can be best learned through writing, but speaking using it may be effectively achieved according to the language culture of its user.

### ***Issues Encountered while Learning the Second-language***

The respondents also air out their sentiments in learning the second-language in college. The following are their sentiments:

The BEED-ECE ESGP-PA scholars narrate that...

\*ang amu nga mga teachers nakalimut diin mi gikan. Ila gibutang nga tungud kay gidawat mi sa unibirsidad hatagan pud usab kami ug susama ug ikspektasyon sa uban'g mga utukan'g istudyante sa tulungahan. Naglisud intawn mi. Wala jud mi nahimu, utung na lang ug maning-kamut sa pagkat-un bisa'g galisud.

(\*Their teachers forgot where they come from. They assume that since we are accommodated in the university we are to be given the same expectations with those other brilliant students. We find difficulties then. We did nothing, but just take a sigh and try to learn despite the difficulty.)

\*naa mi teacher nga bu-utan kaayu. Iya ming pasabtun sa mga hilisgutan mahitungud sa mga tudling sa yanu nga pama-agi. Kada-iksplika niya iya gyud mi'ng taga-an ug mga pananglit. Mau nga sa hinay-hinay nakakat-un ra pud mi bisag ang amu'ng eninglisan may pagkabinayabas.

(\*we have a teacher who is very kind. She makes us understand about the lessons on sentences in an easy way. Every explanation she would have she gives us examples. That is why, slowly we learn even if the way we

*speak english seems to be be rough and awkward.)*

\*uban namu'ng mga teachers kay dili jud manungbaling nga naglisud nami.

Mudiretsu lang dayun ug yawyaw bisan wala mi makasabut. Mau ng adtu

na lang mi sa amu'ng kauban mangutana unsay gisulti nila ni Maam ug Sir.

Ang amu'ng klasmeyt mauy amu'ng nahimu'ng maestra. Iya ra mi'ng

gitudlu-an unsa-un pagsuwat ug sentences bisag lisud.

(\*our other teachers never mind if we are in difficult conditions. They immediately mumble words, though we never understand them. That is why, we ask our good classmate to explain everything to us what our teacher earlier mumbled. Our classmate then becomes our teacher. She only teaches us to write sentences despite its difficulty.)

The BEED-SPED declares saying...

\*our teachers in English carefully explain to us the rules in grammar. She only gives one example each time she discusses a lesson. Her intention is good but we are not quick-minded to do what she requires.

\*learning english is too difficult. We never speak it always.

\*we scholars no choice if we not write, learn and speak it. We only follow our teacher. Later, we learn slowly by slowly.

\*we have teachers who are kind enough to let us learn to write short, but understandable idea. Our teacher say, 'ok it is to commit mistakes. They are our help to learn.

\*machallenge jud mi to write ug speak pud kay maayu kaayu amu'ng mga

teachers. Bisan lisud, utung lang mga mare ug pare. Scholars man gud ku nu kita.

*(\*We are challenged to write and speak because our teachers are very good. Though difficult, we have to overcome it folks. That is why, we are scholars.)*

The BTM scholars in CAS express the following...

\*Ms Shitsa (not her real name) gives us examples always. She seems like our tutor. She is the one who has built up our confidence. She reminds us that there is no reason why we get disappointed when other students will call us 'Pinoy' (meaning, slow) because we are fortunate to have been helped by the government. All we can do is just to show our interest and adjust to the standards of the school in order to graduate.

\*our teacher in the major courses always remind us that though we are not that brilliant, we can still do something for our communication skills. We

only need to make it a habit to speak in ordinary english. What is important

is that we can be understood by those who willingly listen to us.

\*dili man jud na sayun ang englis kay dili man gud ni atu nga lingwahi. Mau

na, nga musuway lang jud ta'g suwat ug tabi gamit ni siya. Sa ngadtu-ngadtu, makasaktu ra lagi ta.

*(\*English is not easy because it is not our language. That is why, we need to try writing and speaking using it. Later on, we will do right about it.)*

\*aku, naglisud pud uy. Ispuku mu na, sa una hilasan kaayu ku ug tawu nga

mad-eningglis kay dili man gud siya amerikano. Apan, karon aku kinahang-

lan jud makasabut, makasuwat ug makalituk gamit ni nga pinulungan kay

mau ra ni makatabang naku'ng makatrabaho ug makatabang sa aku'ng mga igso-on ug ginikanan.

*(\*me, I find difficulty too. Imagine, before I found it awkward to listen to*

*somebody filipino to speak english because he is not an american. But,*

*now I need to understand, write and speak using this language since this is*

*the only way to help me get a job and help my siblings and parents.)*

The BTM ESGP-PA scholars of Medellin also share the following...

\*it is not difficult to learn the language if you have been exposed to friends who are foreigners. Like me, I find it easy to adjust to it because almost everyday I get involved to meeting some of my foreign friends in the workplace where I have my part-time job.

\*hala uy. Dili ra man ta karon nakadungog ug eningglis di ba? Makasulti

ug makasuwat pud ta uy. Gali lang, simple lang nga mga sentences. Dili man kinahanglan nga peripik na jud ta ana. Ang importante nga masabtan

ra ta. (\*hey. It is not only today that we have heard this english, right? We can speak and write it too. However, we only write the simpler sentences.

It is not necessary for us to make it perfect. What is important is that we are understood.)

\*we have good teachers in english. But each time they teach us, we are

bombarded with so many writings. We have less chances of speaking more

because they do more of the talking. When we share to them our

sentiments, they then make us talk. This later on increase our interest to

speak and learn the said language.

\*we see confidence not a group effort, but personal. I have heard it from my language teacher that learning to talk and write begins from us—our

drive to learn. So, each time I am alone I try my best to write. I even speak

to myself in the mirror—looking mad at myself. However, I am never

ashamed of doing it because I find that a good exercise.

To sum it all up, learning the second-language takes varies issues—some are good and some are disappointing conditions. What are good are as follows: learning the second-language requires self-esteem and motivation; it takes too much trial-and error; it takes the will to learn; learning the language requires loving it though for many it is very awkward; it takes careful listening especially from those who have the skills like the english tutor. What many declares as bad are follows: it defies one to love his native language; it makes me appear mad and trying-hard to others; it makes us give more time to foreign-friends than our local friends; and it forces us to enjoy what is unusual especially the use of the second-language even if it is not that easy.

### ***Second-language Acquisitions vis---vis Experiences***

Table 4. Correlations between the Scholars' Written and Spoken Second Language Acquisitions and their Experiences from learning the second-language

### ***from learning the second-language***

The pursuit of knowledge is installed overtime through life experience. This is what the empiricists Locke, Berkeley and Hume have been talking about. This idea is mentioned by Mannion (2011). For Locke, knowledge is something that can be in placed in the mind of a person. His contention about the 'tabula rasa' implies that experience derived from observation and awareness of things around constitute a person's knowledge. Berkeley, on the other, hand explains that everything was an idea, even physical matter. Only minds and the ideas they generate are real. Hume denies both contentions saying that men are nothing more than what "a collection of different perceptions." By this, Hume claims men as a product of his own experiences. He further explains 'reason can never show us the connection of one object with another, though aided by experience, and the observation of their conjunction in all past instances.'

Language, on the other hand, is in itself the expression of men's experiences. Such expression happens due to the letters combined called 'words' which meanings are likewise attached to it. Whatever man undergoes in a day; whatever he thinks and feels—all of these can best be expressed by means of the so-called language. Language vary according to culture. There is a first language, which is identified of the 'lingua franca' of the person. Second-language also evolves because men are able to associate with another culture; and learn to speak such language in order to understand each other. Learning the second-language requires a serious consideration of a consistent exposure and a persistent attitude to acquire such language through experiences.

This part of the data this study generates presents the correlations of both written and spoken skills to the experiences each respondent gets when using the second-language durin their tertiary education years.

Resp.	n	Means		cv	tv	correlation	Means		cv	tv	correlation
		Wr	Exp				Sp	Exp			
BEED-ECE	45	3.16	2.82	- 6.557	2.021	Not significant	2.02	2.82	- 6.557	2.021	Not significant
BEED-SPED	44	3.04	2.88	2.151	2.021	Significant	2.43	2.88	6.480	2.021	Significant
BTM (CAS)	61	3.16	2.73	7.681	2.010	Significant	2.56	2.73	3.295	2.010	Significant
BTM (MED)	38	3.86	3.29	- 6.320	2.021	Not significant	3.47	3.29	6.320	2.021	Significant

\*Total no. of respondents: **188**

Table 4 presents the data gathered from the respondents' answers on their written and spoken skills to determine if these can establish correlations with the varying experiences of the ESG-PA scholars in learning the second-language in the university. As shown, BEED-ECE scholars consistently convey that both of their written and spoken skills are not significantly correlated from their experiences in learning the second-language. This means that they may still have learned about the second-language skills both in grammar and speech despite having gone through odds while learning the said language with people around them including their encounters with their teachers of the said language. The BEED-SPED scholars' data reveal consistent correlations with their written and spoken skills with their experiences too. This shows that learning the second-language is meaningful when the experiences they have are also favorably influential. Meaning when the teachers and the environment are understanding and facilitative these do not inhibit them to learn the said language. Moreover, the data of the BTM ESGP-PA scholars in the College of Arts and Sciences provide an idea that learning the second-language becomes meaningful when grammar lessons and speech have been well and simply delivered by the mentors; and that the efforts of those mentors are optimistically influential. Lastly, the responses of the BTM ESGP-PA scholars from Medellin campus reveal differing correlations. In terms of their written skills, these do not correlate with their experiences compared to their responses regarding the spoken skills. This means that even if the experiences are not that favorable, it

means that the students don't have the chance to learn the second-language. There are still other avenues where students may learn the second-language. On the other hand, spoken skills are best developed when the experiences in learning the language are influenced by good mentoring, modelling and even by inspiration.

At its outset, written and spoken skills are indirectly correlated to experiences depending on how these are being facilitated either in the entire academic environment or by the mentors themselves. However, basing from the data presented, both variables are generally correlated with each other.

Based from the data presented, it is concluded that the ESGP-PA or the Pinoy Scholars' experiences in learning the second-language are significantly correlated with their written and spoken skills.

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