



LANGUAGE LEARNING STRATEGIES (LLS) AND ENGLISH PROFICIENCY LEVEL AMONG PRE-SERVICE TEACHERS: FOUNDATIONS FOR A STRATEGY-BASED LANGUAGE DEVELOPMENT FRAMEWORK IN TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

This correlational-developmental study explored the relationship between Language Learning Strategies (LLS) and the English Proficiency of Pre-service Teachers at Our Lady of the Pillar College–Cauayan during the Academic Year 2025–2026. Using total population sampling, the study involved 165 Pre-service Teachers and utilized Oxford’s Strategy Inventory for Language Learning (SILL) alongside a teacher-made 60-item English Proficiency Test covering grammar and structure, vocabulary and word usage, cohesion and organization, and reading comprehension. Findings revealed that the respondents generally demonstrated a Proficient level of English Proficiency, although a notable number remained under the Approaching Proficient category. Among the Language Learning Strategies, compensation and metacognitive strategies emerged as the most frequently utilized direct and indirect strategies, respectively. The study further established a significant positive relationship between Language Learning Strategies and English Proficiency, with indirect strategies exhibiting a stronger correlation. Significant differences in English proficiency were likewise observed when respondents were grouped according to age and year level. Based on these findings, a strategy-based language development framework was proposed to further strengthen the English Proficiency of Pre-service Teachers.

Keywords: *Pre-service Teachers, Language Learning Strategies, English Proficiency*

INTRODUCTION

In the context of globalization, English serves as a primary medium of communication in education, research, and business. It is essential in accessing academic opportunities, improving employability, and meeting professional requirements. However, language learning is not solely dependent on exposure to instruction but also on how learners intentionally apply Language Learning Strategies (LLS) to process, retain, and use the language. As International Language Centres (2024) noted, English proficiency enhances employability and expands access to academic and professional opportunities worldwide.

Despite its importance, English proficiency remains a concern in many educational contexts, including the Philippines, where English functions as an official language and medium of instruction. Although learners are expected to demonstrate competence, many still perform at average to below-average levels in grammar, comprehension, and language production. This gap is reflected in international assessments and reports, raising concerns about graduate readiness. Yusmalinda (2020) emphasized that language learning strategies significantly influence English proficiency, although outcomes depend on how these strategies are applied.

This gap is more critical in teacher education, where Pre-service Teachers serve as both language learners and future instructional models. Studies show that many education majors still demonstrate moderate English proficiency, particularly in grammar accuracy and clarity, which affects both academic performance and teaching competence. Hence, examining the Language Learning Strategies used by these future educators is essential for identifying and addressing proficiency gaps while enhancing the effectiveness of teacher preparation programs.

Theoretically, strengthening English proficiency among Pre-service Teachers is essential in ensuring readiness for both academic demands and future professional practice. Despite these expectations, variations in language performance remain evident among learners, reflecting differences in how they engage with and process language. This situation underscores the need to further explore the Language Learning Strategies (LLS) employed by Pre-service Teachers as a factor associated with the development of their English language proficiency.

In Isabela, particularly in Cauayan City, higher education institutions are responsible for developing Pre-service Teachers' communicative competencies. In this setting, Our Lady of the Pillar College–Cauayan, recognized for its strong institutional accreditation and consistent performance in the Licensure Examination for Professional Teachers (LEPT), plays a key role in preparing future educators. However, there remains a need to examine how Pre-service Teachers utilize Language Learning Strategies and how these relate to their English proficiency. This study addresses this gap by investigating the relationship between LLS and English proficiency among Pre-service Teachers during the academic year 2025–2026.

Research Questions

This study correlated Language Learning Strategies (LLS) and the English Language Proficiency of Pre-service Teachers at Our Lady of the Pillar College-Cauayan for the Academic Year 2025-2026, with the goal of formulating a strategy-based language development framework. Specifically, it sought to answer the following questions:

1. What is the profile of the Pre-service Teachers in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Year Level;
 - 1.4 Academic Program;
 - 1.5 Frequency of English Language Use;
 - 1.6 First Language Spoken; and
 - 1.7 English Language Exposure?
2. What Language Learning Strategies (LLS) are employed by the Pre-service Teachers as measured by Oxford's Strategy Inventory for Language Learning in terms of:
 - 2.1 Direct Learning Strategies (DLS); and
 - 2.2 Indirect Learning Strategies (ILS)?
3. What is the English Proficiency of the Pre-service Teachers, measured in terms of:
 - 3.1 Grammar and Structure;
 - 3.2 Vocabulary and Word Usage;
 - 3.3 Cohesion and Organization; and
 - 3.4 Reading Comprehension?
4. Is there a significant difference in the English Proficiency Levels of Pre-service Teachers when grouped according to their profiles?
5. Is there a significant correlation between the Pre-service Teachers' Language Learning Strategies (LLS) and their English Proficiency?
6. Based on the findings, what language development framework can be formulated to enhance English Proficiency through the use of Language Learning Strategies?

METHODOLOGY

This study employed a descriptive-correlational-developmental research design to examine the relationship between Language Learning Strategies (LLS) and the English Proficiency Level of Pre-service Teachers at Our Lady of the Pillar College-Cauayan, Inc. Through this method, the study gathered quantitative data reflecting the respondents' frequency of employing language learning strategies and their corresponding proficiency levels. The data was then statistically analyzed to identify significant correlations and trends, thereby providing an empirical foundation for formulating a language development framework tailored to the needs of Pre-service Teachers. According to Barooah (2025), descriptive-correlational design is used to uncover relationships between variables. In this method, researchers can observe and analyze how two or more characteristics interact in their natural settings.

Through total population sampling, the respondents of the study comprised 165 Pre-service Teachers enrolled during the second semester of the Academic Year 2025–2026. The respondents included first-year to fourth-year students from the Bachelor of Elementary Education (BEEd) program and the Bachelor of Secondary Education (BSEd) program, with majors in English, Science, Mathematics, Filipino, and Values Education.

The study employed two research instruments. First, the Oxford’s Strategy Inventory for Language Learning (SILL), a standardized instrument for assessing Language Learning Strategies (LLS). It was used to identify respondents’ use of direct strategies (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social). Second, a 60-item English Proficiency Test (EPT) was developed to evaluate Pre-service Teachers’ proficiency in grammar and sentence structure, vocabulary and word usage, cohesion and organization, and reading comprehension, aligned with the expected competencies of language learners in teacher education. The instrument was validated by English language experts, pilot-tested among a comparable group of respondents to ensure clarity, reliability, and appropriateness of items. Reliability analysis yielded a Cronbach’s alpha coefficient of 0.82, indicating acceptable internal consistency of the test.

Proficiency Level	Domain-Level Score	EPT Overall Score
Advanced Proficient	13–15	49 – 60
Proficient	10–12	37 – 48
Approaching Proficient	7–9	25 – 36
Developing Proficient	4–6	13 – 24
Beginning Proficient	1–3	1 – 12

(Equal Interval Scale for English Language Assessment)

RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data collected. The findings are organized sequentially according to the research questions.

A. Demographic Profile of the Pre-service Teachers

Table 1
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to Age

Age	Frequency	Percent
18-19	79	47.88
20-21	75	45.45
22-23	11	6.67
Total	165	100.00

The data show that most Pre-service Teachers are aged 18–19 (47.88%), followed by 20–21 years old (45.45%), while only a small proportion falls within the 22–23 age bracket (6.67%). This indicates that the majority are in the early stages of higher education, reflecting the typical progression from senior high school to tertiary education in the Philippines. As reported by the Philippine Institute for Development Studies (2025), most college entrants fall within this age range.

Table 2
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to Sex

Sex	Frequency	Percent
Male	36	21.82
Female	129	78.18
Total	165	100.00

The data reveal a clear female majority (78.18%) among Pre-service Teachers, while males comprise only 21.82%, reflecting national trends in teacher education enrollment. This pronounced gender imbalance indicates that education programs continue to attract significantly more women than men. The findings highlight the need for institutional efforts to encourage greater male participation and promote a more balanced and inclusive teaching workforce, consistent with reports from the Philippine Statistics Authority (2025).

Table 3
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to Year Level

Year Level	Frequency	Percent
First Year	47	28.48
Second Year	37	22.42
Third Year	41	24.85
Fourth Year	40	24.24
Total	165	100.00

The data show a relatively balanced distribution of Pre-service Teachers across year levels, with first-year students comprising the largest group (28.48%), followed by third-year (24.85%), fourth-year (24.24%), and second-year students (22.42%). This balanced representation allows the study to capture perspectives from students at different stages of professional preparation. This aligns with the Southeast Asian Ministers of Education Organization (2024), which noted that balanced enrollment across cohorts supports more stable academic progression.

Table 4
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to Academic Program

Academic Program	Frequency	Percent
BEEEd	73	44.24
BSEd	92	55.76
Total	165	100.00

The data show that Pre-service Teachers enrolled in the Bachelor of Secondary Education (55.76%) outnumber those in the Bachelor of Elementary Education (44.24%), suggesting a growing preference for specialized academic tracks and subject-area expertise. This trend may be influenced by projected shortages in key secondary subject areas reported by the Department of Education (2023).

Table 5
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to Frequency of English Language Use

English Language Usage	Frequency	Percent
Daily	11	6.67
Often	68	41.21
Sometimes	75	45.45
Rarely	11	6.67
Total	165	100.00

The table shows that most Pre-service Teachers use English on a moderate basis, with 45.45% reporting that they use English sometimes and 41.21% indicating often. In contrast, only 6.67% use English daily, while another 6.67% use it rarely. These findings suggest that although English is commonly used in academic settings, it is not consistently practiced in everyday communication. This finding supports the study of Giray (2022), which noted that many Filipino college students experience anxiety and lack confidence in using English, particularly outside formal classroom contexts.

Table 6
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to First Language Spoken

First Language Spoken	Frequency	Percent
English	3	1.82
Tagalog	80	48.48
Ilokano	70	42.42
Ibanag	12	7.27
Total	165	100.00

The data show that most Pre-service Teachers identified Tagalog (48.48%) and Ilokano (42.42%) as their first language, while smaller percentages reported Ibanag (7.27%) and English (1.82%). This indicates that English serves primarily as a second language among the respondents. The diversity in linguistic backgrounds may influence English language learning, particularly in pronunciation, vocabulary, and communication patterns. The findings are consistent with the study of Dela Cruz and Martinez (2024), which identified Ilokano, Tagalog, and Ibanag as common first languages among education students in Northern Luzon.

Table 7
Frequency and Percentage Distribution of Pre-service Teachers Grouped According to English Language Exposure

English Language Exposure	Frequency	Percent
Home Environment	2	1.21
School Environment	95	57.58
Online/Media Environment	68	41.21
Total	165	100.00

The data show that most Pre-service Teachers are primarily exposed to English through the school environment (57.58%), followed by online/media platforms (41.21%), while only a few reported home exposure (1.21%). This suggests that respondents encounter English mainly in formal and technology-mediated contexts rather than through everyday household communication. As a result, the development of English proficiency may rely heavily on academic instruction and media consumption. Limited exposure to English in home environments may also reduce opportunities for spontaneous and consistent language practice in daily interactions. According to Soriano and Garcia (2021), formal academic settings and digital media play significant roles in shaping English proficiency.

B. Language Learning Strategies of Pre-service Teachers

Table 8
Mean and Verbal Description of Pre-service Teachers in terms of Direct Learning Strategies (DLS)

Part A: Memory Strategies		Mean	Description
1	I think of relationships between what I know and the new things I learn in English.	2.87	Sometimes used
2	I use new English words in sentences so I can remember them.	2.82	Sometimes used
3	I connect the sound of a new word to its image to help me remember it.	3.00	Sometimes used
4	I remember a new word by creating a mental picture of the situation in which it is used.	2.63	Sometimes used
5	I use rhymes to remember new English words.	2.13	Rarely used
6	I use flashcards to remember new English words.	2.24	Rarely used
7	I physically act out new English words.	2.90	Sometimes used
8	I review English lessons often.	2.75	Sometimes used
9	I remember new English words by recalling their location on the page or on the board.	2.95	Sometimes used
Category Mean		2.70	Sometimes used

Part B: Cognitive Strategies			
10	I say or write new English words several times.	2.98	Sometimes used
11	I try to talk like native English speakers.	2.33	Rarely used
12	I practice the sounds of English.	2.94	Sometimes used
13	I use the English words I know in different ways.	3.19	Sometimes used
14	I start conversations in English.	2.27	Rarely used
15	I watch English-language TV shows spoken in English or go to movies spoken in English.	2.87	Sometimes used
16	I read for pleasure in English.	3.00	Sometimes used
17	I write notes, messages, letters, or reports in English.	3.00	Sometimes used
18	I first skim an English passage, then go back and read carefully.	2.44	Rarely used
19	I look for words in my own language that are similar to new words in English.	2.26	Rarely used
20	I try to find patterns in English.	3.76	Always used
21	I find the meaning of a word by dividing it into parts that I understand.	2.30	Rarely used
22	I try not to translate word-for-word.	2.98	Sometimes used
23	I make summaries of information that I hear or read in English.	2.06	Rarely used
Category Mean		2.74	Sometimes used
Part C: Compensation Strategies			
24	To understand familiar English words, I make guesses.	3.43	Always used
25	When I can't think of words during a conversation, I use gestures.	3.62	Always used
26	I make up new words if I do not know the right ones in English.	3.16	Sometimes used
27	I read English without looking up every new word.	3.14	Sometimes used
28	I try to guess what the other person will say next in English.	3.77	Always used
29	If I can't think of a word, I use a word that means the same thing.	3.00	Sometimes used
Category Mean		3.35	Always used

Table 8 reveals that Pre-service Teachers moderately utilize memory and cognitive strategies in learning the English language, with category means of 2.70 and 2.74, respectively, both interpreted as “Sometimes Used.” These findings suggest that while the respondents occasionally employ strategies related to retention, recall, practice, and language analysis, such strategies are not consistently integrated into their learning routines and may only be applied selectively depending on the task or learning context. In contrast, compensation strategies obtained the highest category mean of 3.35, interpreted as “Always Used,” indicating that the respondents consistently rely on strategies that help them overcome gaps in vocabulary or language knowledge.

Overall, the results demonstrate that Pre-service Teachers are more inclined to utilize adaptive communication strategies than strategies focused on deeper language retention and processing, highlighting their tendency to prioritize effective interaction despite linguistic limitations. This strategic asymmetry is strongly substantiated by Alrashidi (2022), whose assessment of university EFL student profiles identified a definitive lag in structured memory-based strategy execution alongside a robust, parallel dependence on compensation and conversational-scaffolding tactics to successfully navigate immediate target language deficiencies. While their frequent use of compensation strategies demonstrates communicative resilience, the moderate application of memory and cognitive strategies may limit the depth of their linguistic development over time.

Table 9
Mean and Verbal Description of Pre-service Teachers in terms of Indirect Learning Strategies (ILS)

Part D: Metacognitive Strategies		Mean	Description
30	I try to find as many ways as I can to use my English.	3.14	Sometimes used
31	I notice my English mistakes and use that information to help me do better.	3.62	Always used
32	I pay attention when someone is speaking English.	3.70	Always used
33	I try to find out how to be a better learner of English.	3.00	Sometimes used
34	I plan my schedule so that I will have enough time to study English.	2.24	Rarely used
35	I look for people I can talk to in English.	2.90	Sometimes used
36	I look for opportunities to read as much as possible in English.	2.44	Rarely used
37	I have clear goals for improving my English skills.	3.14	Sometimes used
38	I think about my progress in learning English.	2.97	Sometimes used
Category Mean		3.02	Sometimes used
Part E: Affective Strategies			
39	I try to relax whenever I feel afraid of using English.	3.77	Always used
40	I encourage myself to speak English even when I'm afraid of making mistakes.	3.00	Sometimes used
41	I reward or treat myself when I do well in English.	2.30	Rarely used
42	I notice if I am tense or nervous when I am studying or using English.	3.00	Sometimes used
43	I write down my feelings in a language-learning diary.	2.23	Rarely used
44	I talk to someone else about how I feel when I am learning English.	3.00	Sometimes used
Category Mean		2.88	Sometimes used
Part F: Social Strategies			
45	If I do not understand something in English, I ask others to slow down or repeat it.	3.81	Always used
46	I ask English speakers to correct me when I talk.	2.44	Rarely used
47	I practice English with other students.	2.79	Sometimes used
48	I ask for help from English speakers.	3.05	Sometimes used
49	I ask questions in English.	2.47	Rarely used
50	I try to learn about the culture of English speakers.	2.75	Sometimes used
Category Mean		2.89	Sometimes used

Table 9 presents the Indirect Learning Strategies (ILS) employed by the Pre-service Teachers, specifically metacognitive, affective, and social strategies, which support language learning through regulation of learning processes, emotional control, and interaction with others. As reflected in the table, metacognitive strategies obtained a category mean of 3.02, interpreted as “Sometimes Used,” indicating moderate use of planning, monitoring, and evaluating one’s learning, though not yet consistently integrated into regular study habits. Affective strategies yielded a mean of 2.88, also “Sometimes Used,” suggesting occasional use of strategies to manage emotions, motivation, and confidence, although emotional regulation remains inconsistent. Likewise, social strategies recorded a mean of 2.89, also “Sometimes Used,” indicating moderate engagement in interaction and collaborative learning, which is not consistently maximized. Overall, the findings show that Pre-service Teachers employ indirect learning strategies at a moderate level across all domains, reflecting partial but not consistent use in language learning, which aligns with the study of Jaiyari (2024), emphasizing their moderate utilization among learners.

C. English Proficiency Level of Pre-service Teachers

Table 10
Performance Summary of Pre-service Teachers in English Proficiency Test (EPT)

Language Domain	Average Mean		Domain-level Classification
Grammar and Structure	8.5		Approaching Proficient
Vocabulary and Word Usage	8.7		Approaching Proficient
Cohesion and Organization	10.1		Proficient
Reading Comprehension	10		Proficient
EPT Score Range	Frequency	Percentage	Overall Classification
1 – 12	-	-	Beginning Proficient
13 – 24	-	-	Developing Proficient
25 – 36	86	52.1	Approaching Proficient
37 – 48	74	44.8	Proficient
49 – 60	5	3.0	Advanced Proficient
Total	165	100	Proficient
	Overall Mean = 37.3		

Table 10 presents the performance of Pre-service Teachers in the English Proficiency Test (EPT) across four language domains and in terms of overall proficiency. The findings show that the respondents performed highest in Cohesion and Organization (M = 10.1) and Reading Comprehension (M = 10), both interpreted as Proficient, indicating strong abilities in understanding texts and organizing ideas effectively. In contrast, Grammar and Structure (M = 8.5) and Vocabulary and Word Usage (M = 8.7) were interpreted as Approaching Proficient, suggesting the need for further improvement in grammatical accuracy and vocabulary development.

In terms of general EPT performance, most respondents (52.1%) obtained scores within the Approaching Proficient range, while 44.8% were classified as Proficient and only 3.0% reached the Advanced Proficient level. Despite this distribution, the overall mean score of 37.3 corresponds to a Proficient level. Overall, the results indicate that Pre-service Teachers demonstrate satisfactory English proficiency, particularly in comprehension and organization skills, although continued enhancement in grammar and vocabulary remains necessary. This finding aligns with Dávila (2020), who emphasized the importance of strengthening English proficiency among Pre-service Teachers for effective professional practice.

The variation in domain performance implies that the respondents demonstrate stronger receptive and organizational language competencies than accuracy-based linguistic skills. Their proficiency in reading comprehension and cohesion suggests an ability to process information critically, identify relationships between ideas, and coherently communicate thoughts.

D. Test of Difference and Correlation of Research Variables

Table 11
Test of Difference on the English Proficiency of Pre-service Teachers When Grouped According to their Profile

Variables	Groups	Mean	SD	N	t	p	Decision	Interpretation
Age	18 – 19	33.9	3.61	79	9.32	.000	Reject Ho	Significant
	20 – 23	40.3	5.10	86				
Sex	Male	37.2	5.52	129	0.37	.711	Accept Ho	Not significant
	Female	37.6	5.47	36				
Year Level	1 st /2 nd Year	33.9	3.55	84	10.2	.000	Reject Ho	Significant
	3 rd /4 th Year	40.7	4.96	81				
Academic Program	BEEd	36.4	5.26	73	1.83	.069	Accept Ho	Not significant
	BSEd	37.9	5.60	92				
Frequency of Language Use	Daily/Often	36.9	4.73	79	0.85	.395	Accept Ho	Not significant
	Sometimes/Rarely	37.6	6.12	86				
First Language Spoken	Tagalog	37.3	5.90	80	0.02	.986	Accept Ho	Not significant
	Ilokano/Ibanag/English	37.2	5.11	85				
Language Exposure	Home/School	37.5	5.52	97	0.70	.486	Accept Ho	Not significant
	Online	36.9	5.48	68				

Table 11 shows that sex, program, frequency of English language use, first language spoken, and English language exposure do not significantly influence the English proficiency of Pre-service Teachers, as all p-values indicate no statistical difference despite slight variations in mean scores. This suggests that English proficiency is generally consistent across these profile variables and is more likely shaped by shared academic instruction and learning experiences. In contrast, both age and year level significantly influence English proficiency, with older respondents (20–23) obtaining higher mean scores than younger ones (18–19), indicating improved proficiency with age due to greater academic exposure and learning experience. Recent studies also confirm that initial proficiency and continued academic engagement promote gradual improvement in language performance in tertiary education (De Wilde, 2026).

The findings further imply that demographic characteristics alone may not necessarily determine the English proficiency of Pre-service Teachers. The absence of significant differences across sex, academic program, frequency of English language use, first language spoken, and English language exposure suggests that respondents may have developed relatively similar levels of proficiency through a common academic environment and comparable educational experiences. This indicates that institutional instruction and consistent engagement in academic tasks may play a more influential role in shaping English proficiency than individual profile characteristics.

Table 12
Correlation of Pre-service Teachers' Language Learning Strategies and their English Language Proficiency

Variables	Pearson r	Meaning	Df	p	Decision	Interpretation
English Proficiency and Direct Learning Strategy (DLS)	0.38	Low positive correlation	163	.000	Reject Ho	Significant
English Proficiency and Indirect Learning Strategy (ILS)	0.47	Moderate positive correlation	163	.000	Reject Ho	Significant

The table presents the relationship between Pre-service Teachers' language learning strategies and their English proficiency using the Pearson product-moment correlation coefficient. The findings reveal that English proficiency has a low positive correlation with direct learning strategies ($r = 0.38$, $p = .000$), indicating a statistically significant relationship; this suggests that students who more frequently use cognitive and memory-based strategies tend to demonstrate better English proficiency. Likewise, English proficiency shows a moderate positive correlation with indirect learning strategies ($r = 0.47$, $p = .000$), also indicating a significant relationship, meaning that greater use of metacognitive, affective, and social strategies is associated with higher English proficiency. Overall, the results imply that while both types of strategies are significantly related to English proficiency, indirect learning strategies exhibit a stronger association, suggesting that learners who regulate their learning, manage emotions, and engage in communication tend to achieve better language competence.

Conclusions

The study concludes that Language Learning Strategies (LLS) play a significant role in the English language proficiency of Pre-service Teachers. The findings show that respondents employ both direct and indirect language learning strategies, with compensation and metacognitive strategies emerging as the most frequently utilized. In terms of English proficiency, most Pre-service Teachers were categorized under the Approaching Proficient level, while the overall proficiency level was interpreted as Proficient, indicating satisfactory competence in English with room for further improvement. The results also reveal significant differences in English proficiency when respondents are grouped according to age and year level, indicating that these factors may influence language development. Furthermore, the study establishes a significant positive relationship between Language Learning Strategies and English proficiency, with indirect strategies demonstrating a stronger correlation. Overall, the findings highlight the significance of strategy-based language learning in enhancing the English proficiency of Pre-service Teachers.

Recommendations

The following recommendations are drawn from the findings of the study and are intended to enhance English language proficiency through the strategic integration of Language Learning Strategies in Teacher Education Institutions (TEIs).

1. **School Administrators.** They are encouraged to institutionalize a Language Development Program grounded in Language Learning Strategies and integrate it into teacher education policies and action plans to ensure sustainability and measurable outcomes. They should also conduct annual entry and exit English proficiency assessments, allocate adequate funding for strategy-based training and faculty development, and establish a Language Support and Consultation Desk to assist learners identified as needing remediation.
2. **College of Teacher Education Department Heads.** They should review and revise syllabi to explicitly integrate both direct (memory, cognitive, compensation) and indirect (metacognitive, affective, social) strategies, ensuring alignment with measurable proficiency targets. They must also monitor the implementation of strategy-based instruction and utilize proficiency data to design targeted, data-driven interventions aligned with institutional goals.
3. **Curriculum Developers.** They should ensure the vertical articulation of Language Learning Strategies across year levels and embed them systematically in course outcomes, instructional materials, and assessment tasks. Curriculum design must demonstrate coherence among objectives, pedagogy, and evaluation while ensuring progressive and measurable language development.
4. **English Teachers and Professional Education Instructors.** They should provide explicit instruction in language learning strategies and model metacognitive processes through structured classroom activities such as vocabulary mapping, summarization tasks, self-monitoring checklists, and peer feedback. They should also implement targeted remediation for low-proficiency learners and integrate reflective practices to strengthen learner autonomy and skill development.
5. **Pre-service Teachers.** They are encouraged to actively apply both direct and indirect strategies in academic tasks and maximize English use in and beyond the classroom. They should engage in goal-setting activities, maintain grammar and vocabulary logs, and participate in structured speaking tasks and reflective journaling to support continuous language development.
6. **Learners with Lower Proficiency Levels.** They should participate in structured language enhancement programs focusing on grammar, vocabulary, writing, and reading comprehension. They should also increase exposure to English through guided activities and apply affective strategies to manage anxiety and improve confidence in communication tasks.

7. **Guidance and Counseling Offices.** Guidance and counseling offices should collaborate with language instructors to provide holistic support for learners experiencing language anxiety and low confidence. They should also conduct workshops on academic communication, self-regulation, and confidence-building strategies to complement instructional interventions.
8. **Institutional Research Offices and Language Researchers.** They should systematically collect and analyze longitudinal proficiency data to inform policy decisions and curriculum enhancement. Future researchers are also encouraged to conduct experimental and longitudinal studies on strategy-based instruction and examine its effectiveness across proficiency levels.

Presented below is an overview of the Strategy-Based Language Framework developed from the findings of the study.

Proposed Strategy-Based Language Development Framework for Teacher Education Institutions (TEIs)	
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I. Introduction

The present Strategy-Based Language Development Framework is formulated based on the established relationship between Language Learning Strategies (LLS) and English Proficiency among Pre-service Teachers. Language Learning Strategies, classified into Direct Learning Strategies (DLS) and Indirect Learning Strategies (ILS), function as predictor variables that significantly influence learners' ability to develop proficiency in Grammar and Structure, Vocabulary and Word Usage, Cohesion and Organization, and Reading Comprehension.

As Pre-service Teachers are expected to demonstrate high levels of linguistic competence as future educators, it is imperative to provide a structured, strategy-based framework that supports systematic language development. These guidelines aim to translate empirical findings into concrete instructional directions that enhance both strategic language learning behavior and measurable English proficiency outcomes.

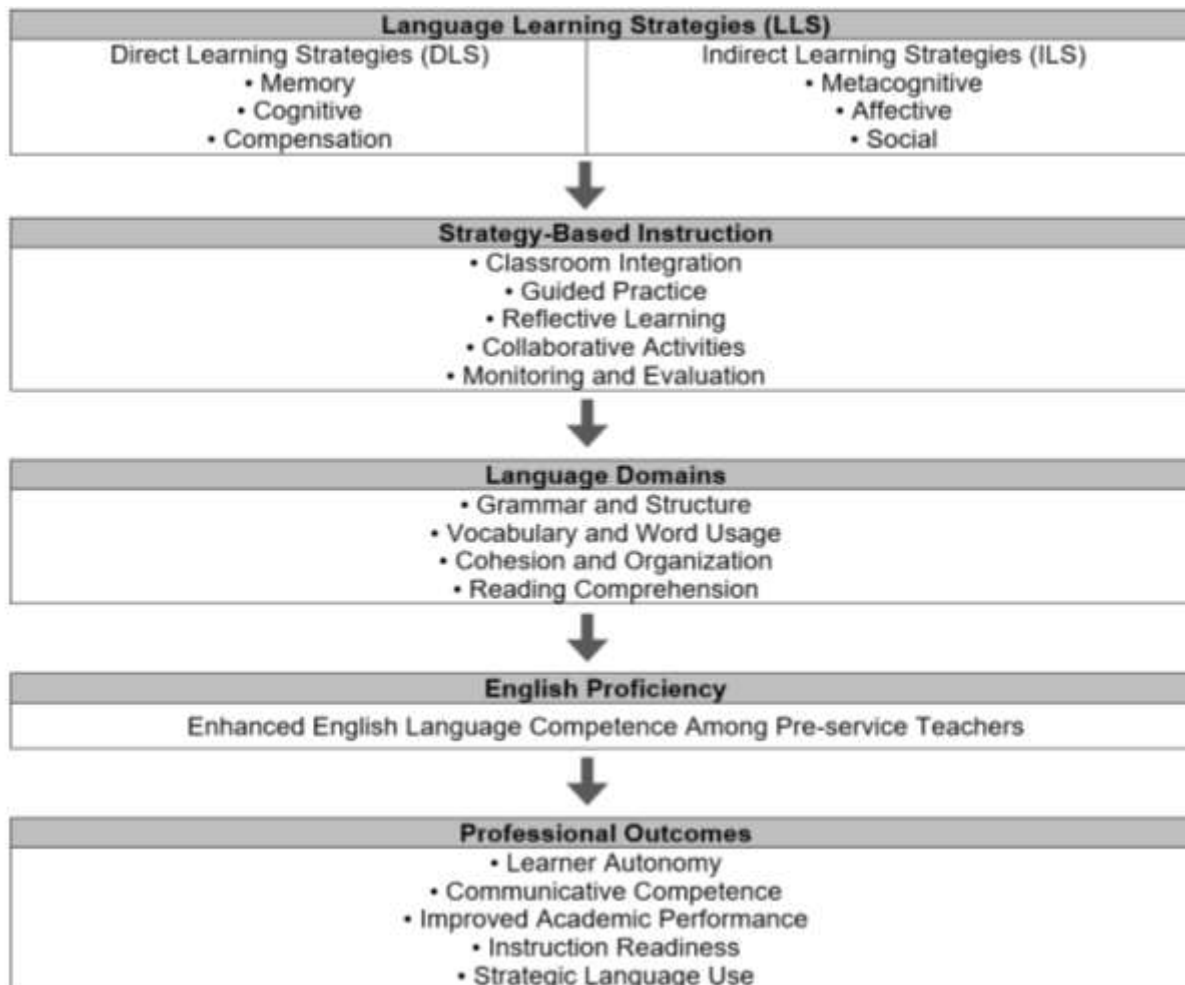
II. Rationale

The Strategy-Based Language Development Framework aims to:

1. Develop Education students' effective and conscious use of Direct and Indirect Language Learning Strategies.
2. Improve English proficiency across Grammar and Structure, Vocabulary and Word Usage, Cohesion and Organization, and Reading Comprehension.
3. Promote autonomous, reflective, and self-regulated language learning.

4. Align language development with the academic and professional demands of future teachers.
5. Provide a sustainable framework for integrating strategy-based language instruction in higher education.

III. Strategy-Based Language Development Framework



IV. Guiding Principles

1. **Strategy-Driven Language Development**
 - English proficiency development is enhanced when learners are explicitly taught how to use appropriate language learning strategies.
2. **Complementarity of Direct and Indirect Strategies**
 - Direct and Indirect Learning Strategies function synergistically, addressing both linguistic processing and learning regulation.
3. **Skill Integration Principle**
 - Grammar, vocabulary, cohesion, and reading comprehension should be developed holistically rather than in isolation.

4. Learner Autonomy and Self-Regulation

- Education students must be trained to plan, monitor, and evaluate their own language learning processes.

5. Professional Relevance

- Language development activities must reflect authentic academic and instructional contexts relevant to the teaching profession.

V. Strategy–Proficiency Operational Matrix

A. Direct Learning Strategies (DLS) and English Proficiency

A.1 Memory Strategies

Language Domain	Operational Guideline
Grammar and Structure	Require students to memorize and recall frequently used grammatical patterns found in lesson objectives, procedures, and assessments through repetition, rule grouping, and guided drills.
Vocabulary and Word Usage	Implement semantic grouping and mnemonic techniques for academic and pedagogical vocabulary to ensure accurate recall and instructional usage.
Cohesion and Organization	Reinforce recall of discourse markers, paragraph structures, and organizational patterns through structured review and repeated application in writing tasks.
Reading Comprehension	Require students to retain main ideas and text structures using summarization and concept mapping after reading academic texts.

A.2 Cognitive Strategies

Language Domain	Operational Guideline
Grammar and Structure	Engage students in sentence construction, transformation, and error analysis using authentic academic and instructional materials.
Vocabulary and Word Usage	Require contextual analysis, word-formation activities, and multiple applications of new vocabulary in writing, lesson planning, and oral tasks.
Cohesion and Organization	Mandate outlining, sequencing, and paragraph development before writing and speaking tasks to ensure logical flow and coherence.
Reading Comprehension	Integrate predicting, inferencing, summarizing, and synthesizing strategies during academic reading activities.

A.3 Compensation Strategies

Language Domain	Operational Guideline
Grammar and Structure	Train students to use paraphrasing, simplification, and alternative sentence forms to maintain clarity when grammatical knowledge is limited.
Vocabulary and Word Usage	Encourage circumlocution, synonym use, and descriptive language when specific vocabulary items are unavailable.
Cohesion and Organization	Require students to maintain coherence using general organizational frameworks even when linguistic precision is lacking.
Reading Comprehension	Instruct students to infer meaning using contextual clues, background knowledge, and text structure when encountering unfamiliar content.

B. Indirect Learning Strategies (ILS) and English Proficiency

B.1 Metacognitive Strategies

Language Domain	Operational Guideline
Grammar and Structure	Require students to set grammar accuracy goals, monitor errors during tasks, and evaluate progress using self-checklists and feedback.
Vocabulary and Word Usage	Implement vocabulary planning logs and periodic reviews to track word acquisition and usage accuracy.
Cohesion and Organization	Mandate planning tools (outlines, rubrics) and post-task evaluations to assess coherence and logical flow.
Reading Comprehension	Require text previewing, comprehension monitoring, and reflective evaluation after reading tasks.

B.2 Affective Strategies

Language Domain	Operational Guideline
Grammar and Structure	Promote a low-anxiety environment where grammatical errors are treated as learning opportunities rather than failures.
Vocabulary and Word Usage	Encourage confident experimentation with new vocabulary through supportive feedback and guided practice.
Cohesion and Organization	Sustain motivation for extended writing tasks by emphasizing progress, revision, and improvement.
Reading Comprehension	Train students to manage frustration during complex readings using positive self-talk and persistence strategies.

B.3 Social Strategies

Language Domain	Operational Guideline
Grammar and Structure	Implement peer-editing and collaborative grammar review activities to improve accuracy.
Vocabulary and Word Usage	Reinforce vocabulary learning through group discussions, peer explanations, and collaborative tasks.
Cohesion and Organization	Require collaborative writing, lesson planning, and presentations to practice organized idea development.
Reading Comprehension	Integrate group reading, discussion, and text interpretation activities to deepen comprehension.

Language Learning Strategies (LLS) should be embedded regularly in classroom instruction rather than taught as isolated activities. Consistent application helps learners internalize and independently use the strategies. Ensure that the selected language learning strategies directly support the lesson objectives and targeted language competencies. Strategies should not be used merely as activities but as tools to achieve specific learning outcomes. The integration of appropriate language learning strategies should be aligned with the specific language skill being developed.

VI. Strategy-Enhancement Focus Areas

To address the identified language development needs of Pre-service Teachers, English instructors are encouraged to focus on the following strategic areas:

1. Strengthening Memory Strategies

Since memory strategies are only sometimes used by the Pre-service Teachers, instructors should integrate systematic vocabulary retention techniques such as semantic mapping, spaced repetition activities, keyword associations, and structured grammar recall exercises. These strategies can help learners effectively store, organize, and retrieve linguistic information, which is essential for improving long-term language retention and accuracy.

2. Enhancing Cognitive Processing of Language

Since cognitive strategies are moderately utilized, teachers should design learning tasks that require deeper manipulation of language. Activities such as sentence restructuring, error correction exercises, summarizing texts, guided writing, and language pattern analysis can help learners internalize grammatical rules and lexical structures more effectively. These activities also encourage critical thinking and active engagement in the language learning process.

3. Expanding Metacognitive Regulation of Learning

Metacognitive strategies demonstrated the strongest relationship with English proficiency among the indirect learning strategies. Therefore, instructors should guide Pre-service Teachers in developing skills in planning, monitoring, and evaluating their language learning progress. This can be achieved through learning journals, goal-setting activities, progress checklists, and reflective portfolios that encourage learners to become more independent and strategic language users.

4. Reinforcing Social Interaction in Language Learning

Although social strategies are used at a moderate level, collaborative learning opportunities should be strengthened in the classroom. Structured peer discussions, group problem-solving activities, role-playing tasks, and cooperative language projects can increase meaningful interaction and allow learners to practice language in authentic communicative contexts.

5. Supporting Affective Development in Language Learning

Affective factors such as anxiety, confidence, and motivation significantly influence language learning. Teachers should foster a supportive and encouraging learning environment that reduces the fear of making mistakes. Positive reinforcement, confidence-building speaking activities, and reflective self-assessment tasks can help Pre-service Teachers develop greater self-assurance in using English. Through consistent encouragement and opportunities for meaningful language use, they can develop the confidence necessary to communicate effectively.

6. Maximizing the Use of Compensation Strategies in Communication

Since compensation strategies are the most frequently used strategies among the Pre-service Teachers, instructors should further harness this strength by providing communicative tasks that encourage the use of context clues, paraphrasing, and inferencing when learners encounter unfamiliar vocabulary. Activities such as information-gap tasks, storytelling, and contextual guessing exercises can enhance learners' ability to maintain communication despite linguistic limitations.

VII. Implementation Framework

The researcher proposes the integration of the Strategy-Based Language Development Framework beginning in June 2026, coinciding with the start of the Academic Year 2026–2027 for the college department. The implementation is expected to continue in succeeding semesters to ensure the consistent integration of language learning strategies in English instruction. The successful implementation of these guidelines requires a systematic and coordinated approach among English teachers and academic administrators. The following phases are recommended to guide the implementation process:

- **Phase 1: Orientation and Capacity Building**

English teachers and faculty members should be oriented on the principles of strategy-based language instruction and the integration of Language Learning Strategies within their English subjects. The orientation shall be anchored on the results of the present study, as well as other supporting literature and related studies. This orientation aims to provide teachers with a clearer understanding of the relevance of these strategies and how they can be effectively incorporated into classroom instruction and assessment.

- **Phase 2: Classroom Integration**

English teachers should incorporate the proposed strategy-based Language Development Guidelines into their lesson planning, instructional delivery, classroom activities, and assessment practices. The integration of these guidelines should be carried out in a flexible and contextualized manner, enabling teachers to align the selected language strategies with the identified linguistic needs of their students. The flexible integration of these strategies aims to support students in developing effective language learning habits and improving their English proficiency.

- **Phase 3: Monitoring and Evaluation**

Regular monitoring and evaluation should be conducted to assess the effectiveness of the implementation. This may include reviewing instructional practices, assessing students' use of language learning strategies, and evaluating improvements in their English proficiency levels. To ensure the effectiveness of the guidelines, the following monitoring tools may be utilized:

Monitoring Tool	Focus
1. Periodic English Proficiency Tests	Standardized or teacher-made tests are administered at intervals to measure students' progress in grammar, vocabulary, organization, and reading comprehension.
2. Strategy-Use Reflective Journals	Brief student reflections documenting how they apply language learning strategies in reading, writing, and communication tasks.
3. Performance-Based Language Tasks	Authentic tasks such as essays, text analyses, or written responses that demonstrate students' practical use of English.
4. Oral Presentations and Demonstrations	Speaking activities used to evaluate clarity of expression, organization of ideas, and communicative competence.
5. Portfolio-Based Language Assessment	A collection of written outputs and language tasks compiled over time to track their development in English proficiency.

VIII. Expected Outcomes

The systematic implementation of the proposed Strategy-Based Language Development Framework is expected to yield the following outcomes among the Pre-service Teachers of Our Lady of the Pillar College-Cauayan:

1. Increased utilization of effective language learning strategies.

Pre-service Teachers are expected to demonstrate greater use of evidence-based language learning strategies such as contextual vocabulary acquisition, grammatical pattern recognition, metacognitive reading strategies, and structured writing practices that support continuous language development.

2. Improved proficiency across key domains of English language competence.

The guidelines aim to significantly enhance students' proficiency in Grammar and Sentence Structure, Vocabulary and Word Usage, Cohesion and Organization in Writing, and Reading Comprehension, enabling them to construct accurate, coherent, and contextually appropriate academic and professional texts.

3. Development of learner autonomy and self-regulated language learning.

Through guided practice and reflective activities, Pre-service Teachers are expected to cultivate independent learning habits, including self-monitoring of language use, goal-setting for language improvement, and consistent engagement with language enrichment activities.

4. Enhanced communicative competence for academic or instructional contexts.

Students are expected to demonstrate improved ability to communicate ideas clearly and effectively in both oral and written forms, particularly in classroom discourse, lesson planning, instructional explanations, and academic writing tasks required in teacher education.

5. Strengthened readiness for the linguistic demands of the teaching profession.

The implementation of the guidelines is expected to equip future educators with the linguistic accuracy, clarity, and confidence necessary to deliver instruction in English, develop instructional materials, and facilitate meaningful classroom interaction.

6. Improved academic performance in language-related coursework.

As language proficiency increases, students are expected to exhibit better performance in courses requiring extensive reading, writing, and critical analysis, thereby contributing to overall academic success in the teacher education program.

7. Establishment of a language framework within the teacher education program.

The guidelines may serve as a structured reference for faculty members in integrating language development strategies into instruction, thereby supporting continuous improvement in the English proficiency of Pre-service Teachers.

IX. Institutional Support and Sustainability

For long-term sustainability, teacher education institutions are encouraged to support the implementation of this framework through:

1. Faculty development programs focused on strategy-based language instruction
2. Integration of language learning strategy training within English courses
3. Establishment of English language enrichment activities such as workshops, seminars, speaking engagements, and language immersion programs
4. Continuous monitoring and evaluation of language proficiency development programs and interventions
5. Provision of accessible instructional resources and language support materials for students and faculty
6. Strengthening of institutional policies that promote the consistent use of English in academic and professional contexts
7. Collaboration with academic organizations and language experts to enhance language development initiatives and best practices

Institutional commitment to the aforementioned initiatives ensures that language development remains a sustained and integral component of teacher preparation. Furthermore, the sustainability of these initiatives depends on the collective commitment of administrators, faculty members, and students to foster a culture of continuous language development. Through consistent implementation and collaboration among stakeholders, teacher education institutions can create meaningful opportunities for future educators to strengthen their English proficiency and communication skills. Such efforts not only enhance their academic and professional preparedness but also equip them to effectively meet the linguistic and instructional demands of twenty-first-century classrooms. In this way, teacher education institutions can cultivate competent, confident, and globally responsive educators equipped to thrive in diverse educational settings.

Compliance with Ethical Standards

The study was conducted in strict accordance with established ethical standards in educational research and in full compliance with Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012. Prior to the commencement of data collection, official institutional clearance and ethical approval were secured. Informed consent was obtained from all respondents following a comprehensive briefing on the study's purpose, scope, and procedures. Although total population sampling was utilized, participation remained entirely voluntary, adhering to the ethical guidelines mandated by the Commission on Higher Education (CHED). Respondents were explicitly informed of their right to withdraw from the study at any stage without penalty, academic repercussions, or prejudice. In compliance with data retention laws, all physical and digital records were safely maintained during the analysis phase and have been scheduled for secure, permanent disposal following the publication and prescribed archiving period of this research. Furthermore, the study ensured that respondents were not exposed to any form of psychological, social, or academic harm, coercion, or undue influence. This was achieved through careful adherence to ethical safeguards at every stage of the research process, including data management, participant engagement, and procedural implementation. Rigorous adherence to ethical protocols preserved institutional research integrity and respected the rights and dignity of the participants, ensuring that the study's outcomes are both ethically sound and objective.

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