

# Connecting the Dots: Understanding the Influence of Language Learning Attitudes, Strategies, and 21st Century Skills on Oral Language Achievement

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## ABSTRACT

In the era of online learning, students face evolving challenges in effectively communicating, critical thinking, problem-solving, collaborative engagement, and creative utilization of information and communication technologies. This study explores the interplay between oral language achievement, language learning attitudes, strategies, and 21st-century skills among G11 senior high school students at a private university in Mindanao, Philippines. Employing a descriptive-correlational design, 384 participants responded to a 5-point Likert scale questionnaire. Descriptive statistics, including mean, standard deviation, Pearson Product Moment Correlation, and multiple regression analysis analyzed the data. Findings indicate positive oral language attitudes, proficient language learning strategies, and strong 21st-century skills among participants. Notably, social strategy displays a significant relationship and predicts oral language achievement. Recommendations include nurturing optimistic attitudes in online learning, designing activities to enhance language learning strategies and 21st-century skills, and exploring additional factors influencing oral language achievement in future research.

**Keywords:** Oral language achievement, language learning attitudes, language learning strategies, 21st-century skills

## INTRODUCTION

In the contemporary educational landscape, the pursuit of oral language proficiency stands as a paramount objective, reflecting the evolving demands of

a globalized world. Education in the 21st century is evolving rapidly to equip students with the essential skills and competencies necessary for success in a globalized world. This shift in educational focus emphasizes the cultivation of communication, critical thinking, problem-solving, collaboration, and technological proficiency. As highlighted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2022), there is a pressing need for a major transformation in education to address contemporary challenges such as global warming, digital revolution, growing inequalities, and democratic backsliding. This transformation underscores the importance of reimagining education to foster peaceful, just, and sustainable societies, with educators playing a central role in shaping innovative pedagogies and dynamic teaching-learning relationships as earlier contended by Husbands and Pearce (2012).

At the heart of this educational transformation lies the intricate interplay between language learning attitudes, strategies, and the cultivation of 21st-century skills. Joynes et al. (2019) provide a thorough examination of 21st-century skills, particularly within low- and middle-income countries (LMICs), exploring complexities surrounding their definition, demand, and delivery. They acknowledge various interpretations and categorizations such as 'Critical Skills' and the '4Cs': Critical thinking, Communication, Collaboration, and Creativity. Additionally, the study examines pathways involved in delivering 21st-century skills education and concludes with actionable recommendations for program development tailored to address challenges in LMICs, underscoring the importance of understanding these skills in the context of language learning attitudes, strategies, and oral language achievement.

Language educators are tasked with facilitating activities promoting oral and written articulation, media literacy, critical thinking, and collaboration among students. The influence of language learning attitudes, strategies, and 21st-century skills on oral language achievement is paramount in language education. This multifaceted nexus not only shapes language acquisition trajectories but also holds profound implications for individuals navigating diverse linguistic environments. Against this backdrop, this study aims to explore the influence of students' language learning attitudes, strategies, and 21st-century skills on oral language achievement.

The integration of 21st-century skills remains a challenge in language learning activities (Czerkawski & Berti, 2020), indicating a gap concerning the integration of problem-solving, critical thinking, and digital literacy skills essential for oral language achievement. Assessment methods in language education may fall short in capturing holistic learning demonstrations (Eaton, 2010), and there

is a pressing need for assessment strategies encompassing essential 21st-century skills. Chamot (2005) indicates a gap in explicit instruction of language learning strategies within classroom settings, emphasizing the necessity for further research to enhance strategy effectiveness.

Moreover, Ali (2022) suggests a gap in understanding how language learning strategies can effectively improve oral language achievement, signaling a need for nuanced approaches in instructional design. In online learning environments, attitudes toward learning oral communication skills lack comprehensive understanding (Harris et al., 2016), presenting a gap in understanding how these attitudes influence oral language acquisition. The integration of 21st-century skills into language learning highlights the need for specific strategies to enhance oral language achievement within this context (UNESCO, 2022). Sobe (2021) also identifies gaps in how Language Learning Attitudes, Strategies, and 21st Century Skills relate to Oral Language Achievement, suggesting a need for further research.

The PISA 2018 National Report by the Department of Education (DepEd) in the Philippines lacks specific strategies for enhancing oral language proficiency within the framework of 21st-century skills. Furthermore, the impact of DepEd initiatives, such as the KITE program, on language learning attitudes, strategies, and 21st-century skills concerning oral language achievement remains to be thoroughly explored (Department of Education, 2019).

Addressing these gaps requires a concerted effort to develop comprehensive language education frameworks integrating effective strategies, positive attitudes, and relevant 21st-century skills. By unraveling the complexities surrounding language learning attitudes, strategies, and 21st-century skills, educators and policymakers can glean invaluable insights to optimize pedagogical practices and foster inclusive learning environments. Thus, understanding the nuances of this symbiotic relationship holds profound implications for advancing the discourse on oral language acquisition and empowering individuals to thrive in an increasingly interconnected world. By aligning with the university's vision of Total Human Formation imbued with 21st-century skills, this research aims to contribute to the ongoing discourse on effective language education practices and pedagogical approaches in the modern educational landscape.

## **Theoretical Background**

The exploration of language learning dynamics integrates various theoretical frameworks. Vygotsky's Sociocultural Theory emphasizes social interactions and cultural context, highlighting collaborative learning environments (Vygotsky,

1978). Ormrod's Cognitive Theory accentuates strategic approaches in language learning tasks (Ormrod, 2016). Constructivist Theory underscores hands-on, experiential learning for language acquisition (Brooks & Brooks, 1999). Gardner's Attitude and Motivation Theory stresses positive attitudes and intrinsic motivation (Gardner, 1985). The 21st Century Skills Framework focuses on critical thinking, communication, collaboration, and creativity (Partnership for 21st Century Learning, 2009). Ellis' Second Language Acquisition Theory considers learner factors and learning strategies (Ellis, 2008). Dynamic Systems Theory views language learning as non-linear and dynamic, emphasizing context and interaction (de Bot et al., 2005). The Multiliteracies Framework values linguistic diversity and cultural identities (New London Group, 1996). Bronfenbrenner's Ecological Systems Theory highlights environmental influences (Bronfenbrenner, 1979). Integrating these perspectives enhances understanding of language learning, guiding pedagogical practices for improved outcomes.

### **Language Learning Attitudes**

Language learning attitudes are a focal point of global research due to their integral role in influencing language acquisition outcomes. This review synthesizes diverse studies exploring the intricate dimensions of language learning attitudes.

Attitudes, amalgamating cognitive, affective, and behavioral aspects, significantly influence human behavior. Scholars such as Briñol, Petty, Guyer, Haddock, Thorne, and Wolf have highlighted attitudes' historical significance (Briñol, Petty, & Guyer, 2019; Haddock, Thorne, & Wolf, 2020). Within language learning, researchers like Zulfikar, Dahliana, Sari, Ong, Lasagabaster, Habók, Magyar, Ali, Anwar, Díez-Palomar, and Liu have conducted meticulous studies examining various facets of language learning attitudes (Zulfikar et al., 2019; Ong, 2020; Lasagabaster, 2017; Habók & Magyar, 2020; Ali & Anwar, 2021; Díez-Palomar et al., 2020; Liu, 2018).

Zulfikar et al. (2019) highlighted the role of positive attitudes in fostering language proficiency among English students. Ong (2020) provided insights into Filipino students' attitudes towards English, influencing language teaching approaches in the Philippines. Lasagabaster (2017) explored language learning motivation and attitudes in multilingual Spain. Habók and Magyar (2020) investigated the impact of language learning strategies on proficiency and attitudes, while Ali and Anwar (2021) examined students' anxiety towards foreign language acquisition.

Moreover, Díez-Palomar et al. (2020) discussed attitude transformation towards learning, emphasizing educational interventions' efficacy. Liu (2018)

investigated English-speaking anxiety and strategy use on Chinese EFL learners' oral English test performance. Alhamami (2019) explored learners' beliefs about language-learning abilities, influencing language learning attitudes and outcomes.

Additionally, Ali and Anwar (2021) analyzed students' anxiety towards foreign language learning, identifying key components influencing language learning attitudes. Zayed and Al-Ghamdi (2019) explored affective factors in learning English as a Foreign Language (EFL) within the Saudi setting.

Furthermore, Alhamami (2019) investigated learners' beliefs about language-learning abilities in different settings, underscoring perceived behavioral control's role in language learning outcomes. Tódor and Dégi (2017) examined language learners' attitudes towards different languages, emphasizing personal experiences and perceptions' impact.

In conclusion, positive attitudes catalyze language acquisition, while negative attitudes impede progress. Educators must prioritize understanding students' attitudes, fostering positive language learning experiences to contribute to successful language acquisition and oral language achievement.

### **Language Learning Strategies**

Language learning strategies in second language acquisition are diverse and pivotal for learners' proficiency and communicative competence. Wang (2014), and Lee and Oxford (2008) stress the importance of strategic awareness and implementation, particularly in English as a Foreign Language (EFL) environments. Balcı and Durak (2018) also highlight the correlation between strategy use and language learning achievement, emphasizing the practical implications for learners. Moreover, Przybył and Pawlak (2023) discuss personality's influence on strategy adoption, emphasizing individualized learning approaches.

Earlier insights from Poschner (2018) and Naeimi and Foo (2015) delve into effective vocabulary acquisition strategies, essential for expanding lexical knowledge and fluency. Zidane and Mehiri (2021), and Zainuddin (2023) explore technology's integration into language learning, offering opportunities for immersive and interactive environments. Aktan-Erciyes (2021) discusses the neural theory of language acquisition, informing instructional practices.

Ali (2022) further underscores the evolving landscape of language education and the integration of technology among English as a Second Language (ESL) learners. Eaton (2010) discusses learner-centered approaches and technology integration, relevant for diverse second language learners. Zhu et al. (2022) further provide insights into oral interactional strategies among L1 Chinese

learners, facilitating effective communication in collaborative environments.

Understanding and utilizing language learning strategies are essential for second language learners' proficiency. Integrating research findings into instructional practices and embracing technology-enhanced learning can create engaging experiences. Further research should explore innovative approaches to address diverse learner needs in multicultural societies.

## **21st Century Skills**

The 21st century has catalyzed significant transformations in education, prompting a thorough examination of 21st century skills. Scholars and educators emphasize equipping students with competencies such as critical thinking, communication, collaboration, creativity, and technology literacy to thrive in today's rapidly evolving society.

Sobe (2021) and UNESCO (2022) advocate for a comprehensive reassessment of traditional educational paradigms, aligning practices with the demands of the 21st century. The Partnership for 21st Century Learning (2019) provides a framework for understanding and implementing these skills, emphasizing their foundational role in student success.

Pardede (2020), and Karatas and Arpaci (2021) explore integrating critical thinking, communication, collaboration, and creativity into language learning contexts, recognizing their pivotal role in language acquisition and readiness for online learning. Özeren (2023), and Ali (2022) delve into the relationship between technology literacy and 21st century skills, highlighting digital platforms' role in enhancing language learning activities.

Díez-Palomar et al. (2020) likewise underscore the benefits of interactive group work and dialogic literary gatherings in fostering collaborative skills and social competencies among students. Zidane and Mehiri (2021), Zainuddin (2023), Czerkawski and Berti (2020), and Eaton (2010) contribute insights into integrating new technologies and global trends in language learning, shedding light on innovative approaches to fostering 21st century skills.

In conclusion, the synthesis of these studies emphasizes the indispensable nature of 21st century skills and metacognition in preparing students to navigate the complexities of the modern world. By integrating these competencies into pedagogical practices, educators empower learners to adapt to diverse landscapes, fostering a lifelong commitment to learning and active participation in society.

## **Oral Language Achievement**

Oral language achievement is fundamental to language learning, with various

dimensions crucial for linguistic proficiency.

Miller (2013) highlights its crucial role in enhancing reading comprehension among English language learners, stressing the symbiotic relationship between oral and written language proficiency. Goh (2017) advocates for structured support mechanisms to bolster speaking performance, emphasizing the efficacy of scaffolding learning processes.

Saito et al. (2019) explore second language listeners' perception of foreign-accented speech, identifying factors like first language profiles and metacognition in comprehensibility assessment. Santos, Fernandez, and Ilustre (2022) shed light on English language proficiency in the Philippines, addressing oral language achievement in the country.

Amiri (2022) emphasizes the critical significance of oral language proficiency in EFL online teaching contexts, underlining its role in digital learning environments. Diaz, Preclaro, Beltran-Almazan, and Alcazar (2022) critically evaluate oral language development in the Philippine kindergarten curriculum, offering recommendations for improvement.

Kosanovich, Phillips, and Willis (2020) provide a participant guide for a professional learning community focused on emergent literacy, with a module dedicated to oral language development.

Zhu et al. (2022) investigate the relationship between oral interactional strategy use and group discussion performance among primary school students learning Chinese as their first language. Alhamami (2019) explores learners' beliefs about language-learning abilities in different settings, while Ali and Anwar (2021) examine the relationship between anxiety and foreign language learning.

The WIDA Speaking and Writing Interpretive Rubrics (WIDA, 2017) provide educators with a structured framework to understand and assess students' speaking and writing abilities across different levels of English language proficiency. They guide instruction and help teachers diagnose language development, promoting consistency and transparency in assessment practices. Moreover, the WIDA ACCESS test framework is a vital part of WIDA's suite of English language proficiency assessments, evaluating students across Listening, Reading, Speaking, and Writing domains. It aids in monitoring progress, instructional planning, and student reclassification decisions.

In conclusion, oral language achievement profoundly influences language proficiency. Educators must integrate effective strategies into teaching practices to foster comprehensive linguistic development among learners, considering factors such as proficiency, interactional strategies, motivational beliefs, learning environments, cultural and contextual influences, technology's role, effective

teacher practices, ongoing professional development, longitudinal studies, multilingual and multicultural perspectives, and utilization of assessment tools such as the WIDA Speaking and Writing Interpretive Rubrics, and the WIDA ACCESS test framework.

## OBJECTIVES OF THE STUDY

This study aimed to examine the relationship between attitudes, learning strategies, 21st-century skills, and oral language performance among Grade 11 senior high school students. Specifically, it aimed to (a) assess the level of participants' language learning attitudes across cognitive, affective, and conative aspects; (b) evaluate the level of participants' language strategies, encompassing memory, cognitive, compensation, metacognitive, affective, and social strategies; (c) determine the level of participants' 21st-century skills, including critical thinking, collaboration, communication, creativity, and digital literacy; (d) measure the level of participants' oral language achievement; (e) investigate the existence of a significant relationship between participants' oral language achievement and their attitudes, learning strategies, and 21st-century skills; and (f) identify the variable that most strongly predicts participants' oral language achievement.

## METHODOLOGY

This study utilized descriptive-correlational and causal research designs. Descriptive research involves systematically describing, recording, analyzing, and interpreting existing conditions, facilitating exploration of cause-and-effect relationships among non-manipulated variables for hypothesis testing and generalization (Hassan, 2024).

Participants comprised Grade 11 Senior High School students aged between 16-20 years at a private HEI. Parental consent was secured for those under 18. A proportionate stratified random sampling technique yielded a sample of 384 students from a total population of 2,684 senior high school students. Questionnaires adapted from prior studies covered respondent profiles, attitudes, learning strategies, and 21st-century skills, with validity and reliability ensured through expert review, pilot testing, and Cronbach's alpha coefficient analysis.

Data collection adhered to ethical guidelines and received necessary institutional approval, occurring during scheduled class times to ensure confidentiality, privacy, and voluntary participation. Scoring scales were established to interpret data from various instruments.



Descriptive statistics, including means and standard deviations, outlined demographic profiles and levels of attitudes, strategies, and skills. Pearson correlation and multiple linear regression analyses determined relationships between independent variables and oral language.

This study focuses only on Grade 11 students and their language learning attitudes, strategies, 21st-century skills, and oral language achievement. The findings may not be generalizable with other grade levels. Data collection that includes demographic profiles and adapted questionnaires on attitudes, strategies, and skills are self-reported and may be culturally biased.

Despite these limitations, the study holds significance for various stakeholders in education. Educational administrators can use the insights to align the curriculum with 21st-century paradigms, especially in the context of online learning platforms. By understanding the findings, school administrators can make informed decisions to enhance pedagogy, particularly for online classes. Teachers can adapt their teaching styles based on the study’s findings, thereby improving students’ oral language skills. Enhanced proficiency in oral communication can lead to improved academic success for students. This study further contributes to the broader field of language learning research by highlighting communication challenges within online learning contexts, providing a foundation for future research endeavors in this area.

**RESULTS AND DISCUSSION**

This section provides a comprehensive analysis of the data collected and explores its implications in relation to the study’s objectives. This section is crucial for presenting key findings, interpreting their significance, and relating them back to the research objectives.

**Table 1**

*Level of participants’ Language Learning Attitude*

Indicator	Mean	SD	Description	Interpretation
Cognitive	4.01	0.79	Agree	Positive
Affective	4.06	0.84	Agree	Positive
Conative	4.01	0.85	Agree	Positive
Overall	4.03	0.03	Agree	Positive

Table 1 underscores a prevailing positive attitude towards language learning among participants, evident across cognitive, affective, and conative dimensions, as well as overall. With mean scores surpassing 4 for cognitive, affective, and conative indicators, and low standard deviations indicating responses closely clustered around the mean, the findings suggest a generally favorable outlook on language acquisition endeavors. Such a positive disposition is fundamental for effective language learning, fostering motivation, perseverance, and a proactive approach to overcoming linguistic challenges. Educators and language learning facilitators stand to benefit by harnessing this positivity, employing teaching strategies that leverage learners' intrinsic motivation and enthusiasm. Creating a supportive and inclusive learning environment that celebrates progress and embraces linguistic diversity can further enrich the language acquisition journey for participants.

Research supports the importance of acknowledging and addressing various facets of learners' attitudes towards language learning. Zulfikar et al. (2019) highlight the influence of learners' beliefs on their attitudes towards English learning, emphasizing the cognitive aspect of attitudes. Moreover, Briñol et al. (2019) discuss the construction of attitudes around cognitive components like beliefs. Ong's (2020) findings among Filipino senior high school students likewise underscore the affective dimension, characterized by enjoyment and pride in English learning. Conversely, Ali and Anwar's (2021) examination of anxiety sheds light on the affective component of language learning, indicating its significant impact. Habók and Magyar (2018) earlier elucidated the role of metacognitive strategies in shaping foreign language attitudes and achievements, revealing the conative aspect's influence. Furthermore, Liu (2018) reveals how English-speaking anxiety impacts strategy use, emphasizing the importance of addressing affective factors. Collectively, these studies underscore the multifaceted nature of language learning attitudes, emphasizing the need to consider cognitive, affective, and conative dimensions in optimizing language learning outcomes. Understanding and addressing these dimensions can inform tailored interventions and curriculum adjustments, facilitating more effective language learning experiences.

Table 2 underscores the discussion on language learning strategies of participants' active engagement and utilization of diverse strategies across multiple dimensions, including memory, cognitive, compensation, metacognitive, affective, and social strategies. The satisfactory mean scores across these indicators indicate that participants generally employ a variety of strategies to enhance their language acquisition process.

**Table 2**

*Level of participants' Language Learning Strategies*

Indicator	Mean	SD	Description	Interpretation
Memory Strategies	3.85	0.78	Usually True of Me	Satisfactory
Cognitive Strategies	3.99	0.91	Usually True of Me	Satisfactory
Compensation Strategies	3.92	0.96	Usually True of Me	Satisfactory
Metacognitive Strategies	4.16	0.85	Usually True of Me	Satisfactory
Affective Strategies	3.90	1.01	Usually True of Me	Satisfactory
Social Strategies	3.92	1.01	Usually True of Me	Satisfactory
Overall	4.03	0.03	Usually True of Me	Satisfactory

Memory strategies play a critical role in vocabulary acquisition and retention, as highlighted by Poschner’s research (2018). These strategies are particularly beneficial for learners with lower aptitude levels, aiding in the acquisition and retention of vocabulary essential for language proficiency. Cognitive strategies, such as watching English TV shows or movies and pronunciation practice, have been shown to significantly impact language learning outcomes, as demonstrated by Liu (2018). However, the effectiveness of these strategies may vary based on proficiency levels and learning environments, as noted by Alhamami (2019) and Naeimi and Foo (2015).

Compensation strategies in Table 2, allow learners to overcome knowledge gaps and improve communication effectiveness, especially in digitally-driven learning environments, as discussed by Shakarami, Hajhashemi, and Caltabiano (2018). Metacognitive strategies, as highlighted, involve planning, monitoring, and evaluating one’s learning process, contributing to self-awareness and strategic thinking in language acquisition. The importance of metacognitive strategies is underscored by studies such as Wang (2014), Lee and Oxford (2008), and Habók and Magyar (2018).

Affective and social strategies are crucial for maintaining motivation, building confidence, and fostering meaningful interactions in language learning contexts. The positive attitudes towards language learning, as revealed by Zulfikar et al.

(2019) and Ong (2020), are indicative of the significance of affective factors in language acquisition. Moreover, the role of social strategies in facilitating language practice and cultural exchange is emphasized by studies such as Lasagabaster (2017) and Prinsloo-Marcus & Campbell (2022).

Overall, the satisfactory levels of language learning strategy utilization suggest that participants are actively engaged in their language acquisition endeavors. Educators can capitalize on these findings by fostering supportive learning environments that encourage the development and application of diverse language learning strategies. Additionally, targeted instruction and guidance tailored to learners' proficiency levels and learning contexts can further enhance strategic competence and overall language proficiency, as evidenced by various studies (Sukyng, 2021; Jaekel, 2020; Ruelens, 2019; Chamot, 2005; Ahamat and Abdullah, 2020). Thus, effective integration of these strategies demands a notable understanding of learners' needs and the dynamic nature of language learning contexts.

Table 3 underscores participants' exceptional proficiency in various 21st-century skills, including critical thinking, collaboration, communication, creativity, and digital literacy. Across all indicators, participants exhibit advanced capabilities, with mean scores ranging from 3.97 to 4.34, reflecting their adeptness in these crucial domains.

**Table 3**

*Level of participants' 21st century skills*

Indicator	Mean	SD	Description	Interpretation
Critical Thinking	4.01	0.84	To a great extent	Highly Skilled
Collaboration	4.14	0.85	To a great extent	Highly Skilled
Communication	3.97	0.88	To a great extent	Highly Skilled
Creativity	4.03	0.81	To a great extent	Highly Skilled
Digital Literacy	4.34	0.80	To a great extent	Highly Skilled
Overall	4.10	0.03	To a great extent	Highly Skilled

Critical thinking, essential for analyzing information and making reasoned judgments, is highlighted by participants' mean score of 4.01, indicating their capacity to solve problems effectively and navigate complex issues. This aligns with recent literature emphasizing critical thinking as integral to academic and real-world contexts, such as Pardede (2020), Karatas & Arpaci (2021), and Czerkowski & Berti (2020).

Collaboration skills, vital for effective teamwork and goal achievement, are evident with a mean score of 4.14. This resonates with scholarly discussions on the importance of collaboration in contemporary education, as highlighted by Griffin (2017), Evans (2020), and Pardede (2020), emphasizing its role as a key 21st-century skill.

Communication skills, paramount for conveying ideas clearly and engaging in meaningful dialogue, are also reflected in the participants' mean score of 3.97. Insights from Coursera (2023), Doyle (2016), and Choudhuri (2020) emphasize the critical importance of effective communication in personal, professional, and educational contexts.

Creativity, indispensable for generating innovative ideas and solutions, is underscored by participants' mean score of 4.03. This aligns with perspectives from Nakano and Wechsler (2018), and Newton and Newton (2014) highlighting creativity as a prized skill for success in the modern world.

Digital literacy, crucial for navigating the digital landscape and leveraging technology for learning and productivity, is demonstrated with a mean score of 4.34. Research by Samaniego (2023), Sabbah and Sabbah (2023), Zainuddin (2023), and Ali (2022) supports the importance of digital literacy in education and confirms participants' proficiency in this domain.

Overall, participants' exceptional proficiency in 21st-century skills positions learners well for success in diverse academic, professional, and global contexts. Their mastery of critical thinking, collaboration, communication, creativity, and digital literacy underscores their readiness to thrive in an ever-evolving landscape that demands adaptability, innovation, and effective engagement with digital technologies.

Table 4 provides a detailed breakdown of participants' oral language achievement levels, showcasing the distribution across various proficiency ranges. Notably, the majority of participants (37%) demonstrate exceptionally high proficiency levels between 90-100, highlighting their advanced ability to articulate ideas and engage in meaningful communication. Moreover, 38% fall within the 85-90 range, indicating strong communication abilities.

**Table 4***Level of the Participants' Oral Language Achievement*

Rating	Frequency	Percentage
90-100	142	37%
85-90	146	38%
80-84	55	14%
75-79	36	9%
Below 75	5	1%
Total	384	100.0%
Mean	87	
SD	5.34	
Description	Very Satisfactory	

Moreover, 14% exhibit solid proficiency levels between 80-84, and 9% fall within the 75-79 range, suggesting room for improvement. A small fraction (1%) scored below 75, indicating a need for targeted support. The mean score of 87 (SD=5.34) offer a quantitative summary, reflecting a satisfactory overall performance across the cohort.

These findings underscore the cohort's collective proficiency in oral communication, emphasizing implications for educational practice, curriculum development, and targeted interventions to enhance communication skills among learners.

In line with this, Goodrich, Fitton, and Thayer's (2023) study evaluates vocabulary knowledge and morphosyntactic ability's association with English reading achievement among bilingual children. Their findings suggest significant associations between these factors and reading achievement, emphasizing the importance of language proficiency in academic success.

Furthermore, Kapalková et al. (2023) explore the contribution of decoding and oral language skills to reading comprehension, highlighting changes over developmental stages. Their results underscore the evolving role of oral language skills in comprehension, emphasizing its increasing significance over time.

In parallel, Mather, Goldstein, Lynch, and Richards' (n.d.) discussion stresses the fundamental link between oral language proficiency and academic success. They underscore the significance of oral language skills in comprehension,

instructional strategies for language development, and the critical role of background knowledge in facilitating academic achievement.

Collectively, these discussions emphasize the importance of nurturing oral language skills to empower students for academic success and effective communication, underscoring the need for tailored interventions and instructional approaches to support language development among learners.

Table 5 provides the Pearson Correlation Analysis on the relationship between various factors and oral language achievement, revealing nuanced associations that underscore the complexity of language learning dynamics. While several components, strategies, and 21st-century skills exhibit correlations with oral language proficiency, the strength and significance of these associations vary considerably.

**Table 5**

*Pearson Correlation Analysis (Oral Language Achievement)*

Variable	r-coefficient	p-value
Cognitive Component	.026	.607
Affective Component	.018	.723
Conative Component	.015	.765
Memory Strategy	.007	.889
Cognitive Strategy	.015	.763
Compensation Strategy	.047	.356
Metacognitive Strategy	.056	.274
Affective Strategy	.074	.146
Social Strategy	.116	.026*
Critical Thinking Skill	.001	.987
Collaboration Skill	.043	.396
Communication Skill	.048	.352
Creativity and Innovation Skill	.029	.573
Digital Literacy Skill	.019	.712

\*Significant at 0.05 level of significance alpha ( $\alpha$ ).

Notably, cognitive, affective, and conative components demonstrate negligible correlations with oral language achievement, suggesting limited direct influence of participants' attitudes towards language learning on their oral proficiency. Similarly, memory, cognitive, compensation, and metacognitive strategies show weak correlations, implying their limited predictive power concerning oral language proficiency.

Conversely, the analysis highlights a significant positive correlation between social strategies and oral language achievement, indicating that engaging in social interactions and collaborative activities may enhance oral communication skills. This finding resonates with the emphasis on integrating higher-order and critical thinking skills in language learning, as social strategies often involve problem-solving and critical thinking, which could contribute to improved oral language proficiency (Czerkawski, B., & Berti, M. 2020).

Furthermore, research by Zhu et al. (2019) underscores the predictive nature of certain strategies, including social strategies like asking questions and cooperating with peers, further reinforcing the positive impact of social strategies on oral language proficiency.

In conclusion, the findings underscore the importance of social strategies in enhancing oral language proficiency, emphasizing their pivotal role as a key component of 21st-century skills in language learning. These insights advocate for educators to incorporate and prioritize social strategies within language learning curricula, fostering environments conducive to collaborative learning and meaningful interaction, ultimately enriching learners' oral communication abilities. Further research is warranted to explore the intricate interplay between language learning strategies, attitudes, 21st-century skills, and oral language proficiency in greater depth, paving the way for more tailored and effective language learning interventions.



Table 6 presents findings from a Multiple Regression Analysis aimed at identifying predictors of participants’ oral language achievement. The analysis reveals a complex interplay of various factors and their influence on oral proficiency.

**Table 6**

*Multiple Linear Regression Analysis: Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	86.32	2.435		35.449	.000
Cognitive	-.304	.916	-.031	-.332	.740
Affective	-.849	.929	-.101	-.913	.362
Conative	.789	.886	.094	.891	.374
Memory	-.732	.812	-.086	-.902	.368
Cognitive	-1.821	1.002	-.210	-1.818	.070
Compensation	.487	.515	.063	.945	.345
Metacognitive	.909	.833	.108	1.092	.276
Affective	.493	.618	.065	.798	.425
Social	1.149	.483	.174	2.380	.018*
Critical	-.653	.761	-.083	-.858	.391
Collaboration	-.330	.639	-.042	-.516	.606
Communication	.838	.706	.115	1.186	.236
Creativity & Innovation	.149	.759	.019	.197	.844
Digital Literacy	.064	.625	.008	.102	.919

Notably, only social strategy emerges as a significant predictor ( $p = 0.018 < 0.05$ ), underscoring its pivotal role in predicting oral language achievement. This aligns with recent studies such as *Henríquez et al. (2017)*, which emphasize the significant role of social strategies in enhancing oral language proficiency.

Furthermore, *Czerkowski and Berti (2020)* advocate for the integration of higher-order and critical thinking skills in language learning, highlighting how social strategies often involve these cognitive processes, thereby positively impacting oral language achievement. Research by *Zhu et al. (2019)* likewise

underscores the predictive nature of certain strategies, including social strategies like asking questions and cooperating with peers, further reinforcing the positive impact of social strategies on oral language proficiency.

However, it is essential to acknowledge the influence of unexamined factors and the need for further research to fully understand the predictors of oral language achievement. The findings from Table 6 underscore the complexity of language learning dynamics and highlight the significance of social strategies in enhancing oral proficiency. Integrating these insights into language learning curricula and instructional practices can foster environments conducive to collaborative learning and meaningful interaction, ultimately enriching learners' oral communication abilities. Further research is warranted to explore the multifaceted nature of oral language achievement and elucidate additional factors that may contribute to language proficiency.

## CONCLUSIONS

The culmination of findings highlights participants' overwhelmingly positive attitudes towards language learning, spanning cognitive, affective, and conative dimensions, thereby fostering motivation and proactive learning behaviors. Furthermore, participants actively engage in diverse language learning strategies across memory, cognitive, compensation, metacognitive, affective, and social dimensions, thereby enriching their language acquisition process. Their exceptional proficiency in critical thinking, collaboration, communication, creativity, and digital literacy underscores their readiness for success in both academic and professional spheres. Notably, while the majority of participants exhibit advanced proficiency levels in oral communication, there remains a need for targeted support among a smaller fraction. In conclusion, effective language learning necessitates the integration of diverse strategies tailored to learners' needs and proficiency levels, coupled with an emphasis on cultivating essential 21st-century skills. Social strategies emerge as crucial in enhancing oral language proficiency, emphasizing their significance in language learning contexts. To optimize language learning experiences, educators should foster supportive environments, diversify instructional strategies, prioritize 21st-century skills, emphasize social interaction, and conduct further research to explore unexamined factors influencing oral language achievement. Through these endeavors, educators can empower learners to achieve proficiency while nurturing vital skills for success in an interconnected world.

## LITERATURE CITED

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