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Technology-Based Self-Regulated Learning Strategies And English Language Proficiency Among Grade 10 Students

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Abstract:

This study sought to determine the Technology-Based Self-Regulated Learning Strategies (TBSRLS) and English Language Proficiency (ELP) among the Grade 10 students at the 3 private schools in Santiago City, Isabela for the School Year 2024-2025. For this purpose, 195 students were the respondents of the study. Moreover, a quantitative approach, specifically a descriptive method was utilized. An adopted survey questionnaire and a researcher-made test which underwent reliability tests were used respectively to determine the TBSRLS and the ELP level of the respondents. Moreover, the study revealed that the Grade 10 learners had very low proficiency when it comes to their general proficiency consisting of Grammar, Vocabulary, Literature and Reading Comprehension, and Writing. The results confirmed that having TBSRLS does not necessarily result in a higher level of ELP. This study therefore recommends teachers to utilize technology tools effectively and adapt suited learning strategies for learners to enhance ELP.

Keywords: Technology-Based Learning, Self-Regulated Learning Strategies, English Language Proficiency

Introduction:

In today's world, where one must be globally competent to survive and be flexible, English has become the common language that people use in various countries to communicate. One can express thoughts to other people whether in their own country or to other nationalities and this has paved the way in understanding and expressing thoughts and opinions to national and international communities.

In the report of Correa (2023), the English Proficiency Index (EPI) released proved that the Philippines has been on the second-highest level of English proficiency in Asia and ranked 20th overall. Looking at the scores Cordillera leads the highest score, followed by Davao, Eastern Visayas and the National Capital Region. In terms of cities, Baguio City claimed the top spot. The Philippines remained in the "high proficiency" with an overall score of 578 from the 2022 index. It came in second place after Singapore with a score of 631. In addition, the Philippine News Agency (2023) as reported by Filane Mikee Cervantes, the survey resulted to 47 percent of Filipinos being competent in the use of English, while there is 80 percent who can understand and speak the said language meanwhile, 69 percent can write and 55 percent can use the said language.

However, there is still a consistent drop from the rank of the country since 2016. From rank 13 to 20 according to the Philippine Institute for Development Studies (2020), it can be seen that many still fall to poverty, while Manalastas (2022) elucidated that one of the requirements in the workforce is based on the language proficiency and skills which can be attributed to the unequal quality of education across the globe. While Metro Manila has urban centers and places with prestigious institutions that can cater quality material and learning compared to the rural areas, this cannot hide the fact that many do not have access to technological tools. Moreover, this in turn hinders most Filipinos from raising their language proficiency compared to other Western countries that have the means to quality education.

As technology increases its importance, exposing learners to technology-based tools and information that are present today, and utilizing the internet will have great advantages. In the 21st century, there are skills needed to survive in the world. It is then important to manage proficiency, regulate learning and enhance language proficiency by practicing self-regulated learning (SRL) strategies to be motivated as they direct and regulate actions to improve the proficiency of learners through technology where they can search and explore various concepts. Despite the challenges that the post-pandemic brought to the learners, when it comes to self-regulation in learning English, through technology, the students become more motivated. Moreover, this study would be significant especially to English teachers to make this as their basis on what technology-based self-regulated tools to learn best and gain proficiency in the English language.

Moreover, Aynagoz and Unal (2024) stated that technology-enhances learning environments gives language learners lots of opportunities and promotes independence in applying self-regulated learning strategies in English. Technology-Based Self-Regulated Learning has five strategies such as (1) Motivational regulation strategies Teng et al. (2020) assured in their study that motivation is critical in writing contexts, as it increases the efforts of learners in completing a task, boosts interest and enhances learning. In (2) Goal Setting and Learning Evaluation Huriati et al. (2024) stated that technology provides personalized ways of learning experiences. (3) In Social Strategies, online platforms help learners to access videos, podcasts, to interact with native speakers and provide real life context in learning a language (Huriati et al., 2024). Moreover, social media platforms allow students to interact with their peers through online discussion and project making. (4) In Technology-Based English Song and Movie Learning, Gurgenidze (2018) emphasized the use of stories and is often employed in English language instruction, where a specific curriculum gives students additional context for the idioms and expressions Moreover, Haghverdi (2015) recognized that the ambiance that music produced improved the capacity of learners to retain vocabulary terms and shorten their time to study. In addition, songs and movies have a significant impact on enhancing and making learning meaningful to learners. (5) In Technology-based Vocabulary Learning, Ma (2017) stated that technology plays a vital role in learning vocabulary. This includes the creation of dynamic and interesting vocabulary classes through the use of electronic dictionaries to search up unknown words, or teach vocabulary through games or applications.

There is no abundance of studies on Technology-Based Self-Regulated Learning Strategies associated with Language Proficiency especially in the local level as most studies are foreign and focused on self-efficacy and language proficiency such as the studies of Sun (2020) and Ayoobiyan and Soleimani (2015) pertaining to the relationship between Self-efficacy and Language Proficiency. Graham (2020) sought to investigate self-efficacy and language learning and technology-based self-regulated learning strategies and self-efficacy in online learning environments were investigated (Aynagoz & Unal, 2024). Furthermore, UNESCO (2023) in their global education monitoring report states that

the quality of education should be observe through the use of technological resources and the lack of access means furthering away the goal of SDG 4 as quality education involves the availability and access to technological infrastructure. Moreover, it describes how digital literacy should be integrated in the curriculum to enhance the level of proficiency of the respondents in terms of reading comprehension as it enhances education quality.

By this way, the researcher is eager to conduct the said study as according to Cabigon (2015) in the discussion at the British council confirms that there is still a need to improve the quality of English instruction and learning. This was viewed in the most recent results of the Program for International Student Assessment (PISA). Although the Philippines ranked second in Asia, there is a consistent drop from the country's rank since 2016. Hence, the researcher saw the need to further broaden the scope of the study by relating TBSRLS and ELP among Grade 10 students of the 3 private schools in Santiago City namely University of La Salette, Infant Jesus Montessori School, and Top Achievers Private School, Inc.-Santiago Campus as the learners should acquire English language and to have graduates who can use the language effectively in communicating and comprehending in various subject areas. Furthermore, the Philippines must also deal with the difficulties and gaps in accessing high-quality basic education. Accordingly, at the end of the study the researcher provides a technology-mediated material through creation of modules relevant to the results of the study in order to increase the language proficiency of Grade 10 students.

Statement of the Problem:

The study aimed to seek and prove answers to the questions of the researcher about the Technology Based Self-Regulated Learning Strategies (SRL) and the English Language Proficiency of Grade 10 students in learning English. Specifically, it sought to answer the following questions:

1. **What is the demographic profile of the respondents in terms of:**

1.1 Sex;

1.2 School; and

1.3 Technology Tools Used;

a. Apps, websites, and search engines (Online dictionaries and journals, Google)

b. Learning Management Systems (Google Classroom, Zoom, Multimedia Resources like Podcast, Video, and YouTube)
c. Display Devices (Smart TV, LCD projector, Cellphone, Tablet, Desktop and Laptop)?

2. What are the Technology Based-Self Regulated Strategies of the respondents?

2.1. Motivational Regulation Strategies (MRS)

2.2. Goal Setting and Learning Evaluation (GSLE)

2.3. Social Strategies (SS)2.4. Technology-Based English Song and Movie Learning (TBESML)

2.5. Technology-Based Vocabulary Learning (TBVL)

3. What is the language proficiency level of the respondents in English?

Body

The researcher used the descriptive research design to describe the TBSRLS and ELP of the Grade 10 students from the three (3) private schools at Santiago City, Isabela namely University of La Salette, Inc. -High School Department (ULSHS), Infant Jesus Montessori School (IJMS), and Top Achievers Private School, Inc (TAPS) Santiago campus. The total number of respondents was 195 using the Cochran formula with the total population of 394, with a level of confidence of 95% and a margin of error of 5%. The researcher used simple random sampling to gather data. Moreover, the researcher utilized the questionnaire Technology-Based Self-Regulated English Learning Strategies Questionnaire developed by An et al. (2021) and used a 4-point Likert scale.

Table 1. Descriptive Values for the Interpretation for the Weighted Means of Technology-Based Self-Regulated Learning Strategies

Scale	Weighted Mean Average	Verbal Interpretation
1	1.00-1.49	**Strong Disagree**
2	1.50-2.49	**Disagree**
3	2.50-3.49	**Agree**
4	3.50-4.00	**Strongly Agree**

An English language Proficiency test developed by the researcher and underwent through content validity and reliability statistics test. The first part of the survey questionnaire collected the profile of the respondents. The second part is the survey on Technology-based Self-Regulated Learning Strategies which is divided into five (5) domains namely MRS with 9 questions, GSLE consisted of 5 questions, SS had 4 items, TBESML with 5 questions and TBVL with 3 items in total, the questionnaire has 26 indicators and is evaluated with the 7-point original scale converted by the researcher into a 4-point Likert scale to avoid biases. The third part is the *English Language Proficiency Test, crafted by the researcher*, a table of specification for the first quarter was utilized, created the multiple-choice test and adapted a test evaluation tool from the Department of Education (Toledo Division Office, Region VII).

The tool underwent checking of three validators, one from private school, another from the DepEd and one instructor at Isabela State University. As the revisions were finished the researcher conducted pilot testing with 30 participants after getting the permission of the Schools Division of Santiago City and the principal of the target public school, the researcher checked the reliability of the 110-items questionnaire through the tallying and tabulating the correct answers and underwent through a content and reliability statistics test. The researcher removed the unreliable items guided by the statistician to enhance the reliability of the test, reducing it to 65 items; Test I had 10 questions, Test II with 12 questions, Test III 34 questions, and Test IV with 9 questions.

Table 2. Result of the Reliability Test Statistics.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.875	0.874	65

The result revealed and indicated the satisfactory level of construct and internal consistency with a 0.874. Moreover, some research like the study of Saidi and Siew (2019) they have mentioned in the study of George and Mallery (2003) proving that Cronbach alpha is measured between 0 and 1, where the closer the value to 1 posits greater internal consistency and above 0.80 is good.

Table 3. Descriptive Values for the Interpretation for the Weighted Means of the English Language Proficiency Test.

Test Score		**English Language Proficiency**
Raw Score	**Range**	**Verbal Interpretation**
Below 48	below 74%	Very Poor
49-51	75-79%	Poor
52-54	80-84%	Fair
55-58	85-89%	Good
59-65	90-100%	Excellent

The researcher uses appropriate statistical tools particularly the Excel spreadsheets to tabulate the results through the form of coding, frequency counts, mean, and percentage.

Results and Discussion:

This part focuses on the data presentation, analysis, and interpretation of the gathered data. The findings of the study are based on the information collected through a survey questionnaire and an English language proficiency test. Moreover, the data are presented in tabular form.

Table 4. Profile of the Respondents.

Profile	**Frequency (n=195)**	**Percent (100.0)**
Sex		
Male	89	45.6
Female	106	54.4
School		
University of La Salette High School	138	70.8
Infant Jesus Montessori School	32	16.4
Top Achievers Private School, Inc	25	12.8

The table shows that there is a bigger proportion of females with 106 respondents with 54.4% than males with 89 respondents (54.4%). In terms of the school, ULSHS gathered 138 respondents of 70.8%, followed by IJMS with 32 respondents (16.4%), and TAPS with 25 respondents (12.8%). This result highlights that the majority of the results were taken from the female respondents than their male counterparts as they have the bigger population and most of the result comes from the big school ULSHS, followed by IJMS, and TAPS.

Table 5. Technology Tools Used by the Respondents.

Technology Tools Used	**Combination**	**Frequency**	**Percent**
Apps, websites, and search engines (online dictionaries, journals, and Google)	A	10	5.1
Learning Management Systems (Google Classroom, Zoom, Multimedia Resources like Podcast, Video, and YouTube)	B	6	3.1
Display Devices (Smart TV, LCD projector, cellphone, tablet, desktop, and laptop)	C	13	6.7
Apps, websites, and search engines; Display Devices	D	25	12.8
Learning Management System and Display Devices	E	18	9.2
Apps, websites, and search engines; Learning Management Systems	F	2	1.0
Apps, websites, and search engines, Learning Management Systems, and Display Devices	G	108	55.4
None (The respondent did not choose from the given technology tools)	H	13	6.7

Table 5 presents the technology tools used by the respondents, it has 3 types of technology tools used namely (1) Apps, websites, and search engines (online dictionaries, journals, and google)

with a frequency of 146 or 74.87%. (2) Learning Management Systems (Google Classroom, Zoom, Multimedia Resources) with a frequency of 134 or 68.71%. lastly, Display Devices (Smart TV, LCD Projector, Cellphone, tablet, Desktop, and Laptop) with a frequency of 165 or 84.91%, which resulted into eight (8) combinations presented above. These technological tools intended to reflect the technologies used by the respondents in enhancing their language proficiency. This indicates that some respondents selected a single tool, while others combined two or more tools based on their usage.

Combination *A.* Apps, Websites, and Search Engines garnered a frequency of 10, and a 5.1%, which means that out of 195 respondents there are few who have chosen apps as their technology to use. According to Amin (2020) applications like Google Docs, Google Machine Translation, Google Speech Recognition Systems among others have increased the English language proficiency of learners specifically in the language, in writing, reading, vocabulary pronunciation, accuracy in speech, lexical familiarity, and correction of error. In terms of websites and search engines, online dictionaries Ezeh et al. (2022) serves as an aid in language learning where it identifies unfamiliar words. In addition, Quipse-Vargas et al. (2024) explained that technology provides necessary information, an example is YouGlish, an oral dictionary which improves language skills with the assistance of Youtube. Besides, Shyamlee and Phil (2012) explains that utilizing multimedia technology can improve the engagement and instructional impact between teachers and students as supported in the study of (Zhang, 2022).

Combination B. Learning Management Systems with a frequency of 6 and a 3.1% LMS although some although LMS consist of the various systems that aid students in blended learning or online learning such as interactive and video-based information such as Google Classroom, and Zoom, multimedia resources like podcast, videos, and YouTube where teachers can communicate with their classes, share posts, schedule announcements or activities (Amin, 2020). Additionally, it is a current source of audiovisual resources that supports the learners learning. Hence, Yaacob et al. (2021) stated that YouTube and video podcasts are beneficial teaching resources however, technology is inadequate and teachers play a significant role in effective learning.

Combination C. Display Devices with a frequency of 13 on a total of 6.7% It can be seen in the table that Display devices such as smart TV, LCD projector, cellphone, tablet, desktop, and laptop. Amin and Azim (2018) using smart TVs and Projectors as display devices explained that projectors have been used in the 21st century in updating the teaching of the English language. With a laptop, computer, and a cable an English teacher can enhance teaching. Display devices like mobile gadgets such as smartphones are increasingly used as portable, accessible, and affordable. Moreover, Syed and Kabir (2018) added that it is a source of entertainment and collaborative learning and it makes learning engaging through available courses and contents.

Combination D. Apps, Websites and Search Engines, and Display Devices 25, 12.8%, which is the second highest of tools chosen by the respondents, there is an increase in the usage of this as more people tend to use display devices to access a bigger screen in looking for information. Furthermore, Huda et al. (2023) stated that learners can expand their vocabulary and cultural understanding by accessing resources and current information from the which emphasizes that these tools were important as support in learning using apps, websites, search engines as viewed using projectors, especially videos projected, supports stimuli response to learners, this helps learners to make the lesson more authentic (Amin & Azim, 2018).

Combination E. Learning Management Systems and Display Devices 18, 9.2%, as Childhope Philippines (2024) explained that display devices which is the third most chosen technology tools

by the respondents such as computers, smartphones, and tablets are necessary for learning as it aids in building gaps especially on pandemic 2020, moreover LMS personalized learning and teaching hence learning and teaching improves leads to good output and efficiency of learning. Moreover, Harvard University (2024) explained that, tablet, desktop, and laptops proved that these digital devices such as laptops help learners to collaborate in real time such as written works.

Combination F. Apps, Websites and Search Engines, and Learning Management Systems 2 respondents or 1.0% of the total respondents are using these technologies as aids for learning and this means that only 2 respondents selected these tools and are helpful to enhance their language proficiency. As explained by Chaw and Tang (2018) interactive *websites* are important for language instruction, hence learners who are exposed to real-world materials like films, podcasts, and *articles from the web* enhances their language skills in terms of reading, listening, and comprehension abilities which is known to enhance the interaction, engagement and motivation of learners. However, having access to an LMS does not imply successful learning, based on a study of 123 respondents which resulted in a connection quality of the materials. Hence, learning efficacy was significantly interconnected to how the system was used.

Combination G. Apps, Websites and Search Engines, Learning Management Systems, and Display Devices with a 108 frequency or total respondents who have chosen these technological tools with a 55.4% that have been the greatest number of respondents who have used this technology to aid them in learning hence, Kieu et al. (2021) stated that technology increases the learning that the learners will learn as they look for information (Larsen- Freeman and Anderson, 2011). The internet and computer as part of display devices have an advantage in improving, practicing, and developing language abilities like speaking. Magno and Cayado (2017) explained how LMS allows teachers to upload educational materials and assigned tasks. Moreover, it was supported that technology has changed the usual way of how educators teach their lessons. Also, Gilkajani (2017) explains that learners can modify their own learning with the aid of technology as supported with the study of (Gilakjani & Shyamlee, 2012) as supported by (Zhang, 2022). Moreover, Park and Lee (2021) added that Display devices like tablets were an efficient aid in reading as it is like computers, smartphones, which provides customization of applications, portable and texts are readable.

Combination H. None with a frequency of 13 or 6.7%, respondents did not select any technological tools regarding the use of technology tools, hence learners preferred to use other methods of learning.

Table 6. Technology Based Self-Regulated Learning Strategies of the Respondents.

Statements	Mean	Descriptive Equivalent
Motivational Regulation Strategies		
1. I select and use appropriate technological tools to improve the areas I'm weak in.	3.31	Agree
2. I use technologies outside the classroom to access authentic materials in English.	3.12	Agree
3. I search related materials online when I have difficulties in the process of	3.25	Agree

studying English.		
4. I seek opportunities through technological resources to practice my oral English.	3.16	Agree
5. I use technologies to help me sustain/enhance interest in learning English.	3.23	Agree
6. I use technologies (APPs or websites) to make the English learning task more interesting.	3.03	Agree
7. I use mobile devices to enhance my willingness to participate in English social events.	3.04	Agree
8. Sometimes I look through the visual and vivid courseware to arouse my interest in English learning.	2.89	Agree
Goal Setting and Learning Evaluation		
1. I listen to English radio broadcasts (e.g., VOA and BBC) to improve my English proficiency.	2.89	Agree
2. At the beginning of the semester, I set technology-assisted English learning goals.	2.57	Agree
3. I often monitor my technology-assisted English learning progress.	2.76	Agree
4. I reflect on the effectiveness of using technologies for English learning.	2.77	Agree
5. I adjust my English learning plans in response to different technology-assisted learning activities.	3.04	Agree
Continuation of table 6 **Social Strategies**		
1. I seek advice on how to use technologies effectively for English language learning.	3.06	Agree
2. I seek opportunities to talk with native English speakers through technological tools.	2.97	Agree
3. When I have problems learning English, I ask my teacher for help through technological tools.	2.96	Agree
4. I share my problems with my classmates online so we can solve our problems together.	2.94	Agree
Technology-Based English Song and Movie Learning		

1. I "copy" useful words and expressions in English movies or programs.	2.92	Agree
2. I practice saying new expressions in English movies or programs to myself.	3.13	Agree
3. I listen to English songs to help me remember words.	3.18	Agree
4. I use technologies (e.g., English movies) to learn more about English and the culture.	3.25	Agree
5. I use technologies to connect English learning with my personal interest (e.g., playing English games, or listening and singing English songs).	3.21	Agree
Technology-Based Vocabulary Learning		
1. I use lexical apps to help me memorize new words.	3.24	Agree
2. I use online dictionaries to check English words.	2.70	Agree
3. I use technologies (e.g., vocabulary apps) to help me persist in my English learning goals.	2.94	Agree

Legend: 2.50-3.49 = Agree

Presented in table 6 is the Presented in Table 8 is the TBSRLS, specifically in terms of MRS, GSLE, SS, TBESML, TBVL. The overall results of the data shows that the respondents "Agree" that TBSRLS help them in learning English.

In MRS all the statements were rated as "Agree". The respondents agreed that they select appropriate technological tools in improving areas that are weak which garnered the highest mean of 3.31. According to Prayudi et al. (2021) teachers must encourage students to look for pertinent activities by using computers in order to be successful in learning. Moreover, they claimed that using appropriate technological materials is beneficial. As the second highest mean, the respondents find it helpful in searching related materials online when they are having difficulties in studying English with a mean of 3.25. Using resources from the internet allows an individual to overcome limitations such as time, distance, and even geography. Based on the study of Wang et al. (2023) that the internet helps people to learn English. Huang et al. (2022) supported in the study of Simon (2024) that several internet-based education tools have been implemented, Learning Management Systems (LMS) with its ease of use through uploading educational materials aids learners to do assignments and activities online. Third highest mean, the respondents used technologies to help sustain or enhance interest in English learning with a mean of 3.23. Technologies motivate the respondents in learning English and regulate learning through technological tools and resources. Furthermore, Shabiralyani et al. (2015) tells how technology is vital as it helps to improve learning the target language. Also, it enables teachers to be flexible and better adapt classroom activities. By this way it enhances the process of language learning (Ahmadi, 2018). Through technology it heightens the interest of the learners in learning which makes it easier for teachers to tackle the lessons.

For GSLE the mean rating for the statements in this domain is "Agree". The respondents agreed that they adjust their English learning plans to respond with the different technology-assisted learning activities which gained the highest mean with 3.04. Burik (2021) explained that it is crucial

that a student has a connectivity to technology as it serves to let learners monitor their goals and achievement. Moreover, Carstens (2021) the use of technology improved learning and increased student willingness and participation using technology-assisted cell phones and applications in doing their activities. The second highest mean of 2.89 indicates that the respondents agreed that they listen to English radio broadcasts in improving their English proficiency. Budyana et al. (2017) clarifies that listening as a technology tool in radio stations which serves as auditory media, has a favorable effect to enhance the language comprehension of the listener. Third highest is the way respondents reflect on the effectiveness of using technologies for English learning with a mean of 2.77. This is supported with the study of Ahmadi (2018) that technologies further help in setting goals in English as well as evaluating learning with technological tools. Technology is becoming an increasingly important tool for teachers to assist their students to be familiar with the target language. In addition, with internet connectivity students benefit from this access, by being able to locate study materials, learning tools, and open resources from globally recognized universities hence, engaging learners in new ways is one advantage of using technology to learn and enhance English proficiency (Kieu et al., 2021).

In SS the respondents agreed in the given statements. The highest mean has 3.06, where students agreed in seeking advice in using technologies effectively in learning the English language. Teachers' familiarity with the concept of using current technology or novel teaching systems and methods allows learners to learn faster, and more thorough learning progression with their teachers with regard to technologies. According to Drexel University of Education (2020) most learners absorb learning in the same rate through the use of technology, as it allows teachers to adapt education, and modify their way of teaching to aligned with the capacities of learners to support them. Second, the respondents seek opportunities in talking or having a conversation with native English speakers through technology tools with a mean of 2.97. This strategy was confirmed in the study of Hoa (2023) which emphasizes that language applications help to practice conversational skills with native speakers and engaging in conversations improve language abilities hence, it supports socialization or interaction with the use of English language. Moreover, online platforms are beneficial as it helps learners to interact with native speakers to engage, and share with real life contexts in learning a language (Huriati et al., 2024). Third, the respondents seek assistance from their teachers with a mean of 2.96. This is supported by the study of Bui (2022) and Ghanizadeh et al. (2015) which explained that digital technologies are believed to help language teachers to provide timely and relevant feedback while supporting the development of all four language skills including listening, reading, speaking and writing which helps them to learn and assist learners.

The result of TBESML all statements garnered "Agree". The highest mean of 3.25 suggests that the respondents tend to use technologies and watch English movies enabling them to acquire and understand the English culture while enhancing their ELP. In addition, movies are a good source to have a response with what has been watched with English language learners. Krashen's (1985) Input Hypothesis proposes that language is acquired by intelligible input. In this regard, Roslim et al. (2021) movies provide language learners with relevant input. Hence, the findings of the current study revealed that the learners' perspectives have shown that watching movies help students improve their English-speaking skills. Second, the respondents were using technologies in connecting English learning with what they like or their personal interest. This encompasses playing English games, or even listening and singing songs in English with a mean of 3.21 this implies that the respondents enjoy games in learning English. According to the research of Ningsih (2023), game-based learning is a way to get the attention of young learners, as they enjoy things that are related to games which

assists teachers in crafting engaging activities and be used as learning tools which increases the enthusiasm of learners and enjoy learning English. Lastly, this study affirms that English songs aid in remembering words that have been forgotten with a mean of 3.18. Songs improve the memory of young learners and enhance their vocabulary. In addition, Džanić and Pejić (2016) added how songs foster creativity and imagination with the aim of enhancing ELP level of the respondents.

The last domain TBVL has statements all rated as "Agree" which means that the respondents agreed that technology helped in building vocabulary, knowing and familiarizing words with the help of technology. The respondents tend to use lexical applications which aids in knowing and memorizing new words with a mean of 3.24. According to Fengyu (2023) using multimodal approaches improves vocabulary by giving real-life circumstances and experiences. It has been revealed in the respondents that using mobile learning apps aids in vocabulary absorption, efficiency to teach lexical topics especially in online classes, in memorization, and active engagement on the topic including vocabulary efficiency, Furthermore, in the study of Nguyen (2022) he stated that teachers agree that mobile applications can be learned online or offline. Second, the mean of 2.94 implies that technologies persuade students to use vocabulary applications to meet their learning goals in English, hence technology-assisted methods increase pronunciation which contributes to better vocabulary of the learners (Fengyu, 2023). Lastly with a mean of 2.70, online dictionaries help learners to check unfamiliar words especially in English to enhance words to learn. Moreover, Dan et al. (2024) mobile dictionary apps improve vocabulary knowledge especially if a learner is motivated to learn with motivation playing a vital role.

In the interview conducted by the researcher the students from the 3 private schools, agreed that technology is helpful. A student from IJMS stated that *"Yes, technology is a great help in learning not just English but in any language too*". Moreover, this response corroborates, with a student from ULSHS who agreed that technology helps in learning English and a student from TAPS stating "*Yes, especially in a High-Tech school it is really helpful*". These responses support the findings of the technology-based strategies of the students in learning English.

Table 7. English Language Proficiency of the Respondents in learning English

Level	Frequency	Percentage
Very	187	95.9
Poor	2	1.0
Fair	4	2.0
Good	2	1.0
Total	195	100.0

Table 7 shows the proficiency level of the 10th graders. The Philippines is viewed as one of the largest English-speaking countries in the world, and the said language is one of its official languages. However, according to Santos et al. (2022) the EF English Proficiency Index, and Test of English for International Communication (TOEIC), proves that there is a decline in the language proficiency of Filipinos over time. It can be seen in the result based on table 7 that from the respondents of 195, 187 or 95.9 % garnered a very poor level in terms of their English language Proficiency, below 74% average or a score below 48 out of 65. Moreover, two (2) respondents or 1% of the total number of respondents have a poor level in English language proficiency which ranges from 75-79% or a score of 49-51, while 4 respondents or 2.1 % of them are fair in terms of the level of English language proficiency which obtained 80-84% or 52-54 scores in the test. Lastly 1% or 2 respondents out of 195, have gained 85-89% or 55-58 score in the given test. Moreover, the Global Education Monitoring Report Team states that the access to technology

is unequal globally, 50% of lower secondary and 65% of upper secondary, and some schools do not practice using technology effectively (UNESCO, 2023).

Although the learners agreed that learning English with the help of technological tools is helpful in enhancing the language proficiency of learners, the level of learners when it comes to language proficiency is very poor. Some respondents interviewed proved that the particular technologies they are using are cellphones apart from they used web applications and applications that are widely available from the internet such as Merriam Websters, Gizmo, Crash Course in Youtube videos are used for tutorials Gizmo, Quiziz, Grammarly, Firefox, Google, and Safari to name a few that really helps them. However, in the 3 selected schools, the respondents who are interviewed claimed that they are using AI generated tools such as ChatGPT, which already has heightened use as of today.

In addition, according to Antivola (2023) a consultant of PIDS, Karen Brillantes explained that according to teachers there are students who still lack literacy skills specifically in English competencies required for High School. Technology is growing at a rapid pace, and those who struggle with English may find much-needed assistance in generative AI (PIDS, 2023).

Conclusion:

This study aimed to examine the Technology-Based Self-Regulated Language Learning Strategies of learners and their English Language Proficiency of Grade 10 learners. The analysis revealed that in terms of the survey on technology-based self-regulated learning strategies majority have agreed that Technology helps them in learning English however majority of the Grade 10 learners had very poor level in terms of language proficiency which gathers 95.9%, 1% obtained poor level, 2.1% for fair and 1% for gaining a good level. The data confirmed that having technology acts as a support of the learners on how it is effectively utilized in order to gain higher or excellent proficiency level with the technology-based self-regulated strategies. Therefore, schools should design targeted interventions especially in grammar, vocabulary, literature, reading comprehension, and writing. Hence, technology-mediated tools should be used effectively in order to address the areas of improvement. Moreover, looking for more interactive resources online is beneficial in improving the current proficiency level of the learners.

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