Reflections of AB-English Students on Their English Language Experiences

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Abstract

This study seeks to investigate the language learning experiences of the thirty-nine AB-English majors of Bukidnon State University who were selected through fish-bowl technique from the 157 students enrolled in the AB-English program. Findings taken from the diary, questionnaire, and unstructured interview revealed that the motivation, learners' belief, self-monitoring, language anxiety, activities and strategies were the prevailing factors that influenced the learning of English of the participants.

Keywords: Diary, English language learning experiences, reflections, learner's belief, anxiety, self-motivated learner, teacher's role

Introduction

Language is the most useful medium of communication which allows people to explain and express their thoughts and ideas in oral or written form; hence, language is essential in every activity of man. This among other reasons spurred the need to study how non-native language students learn and the need to better understand the factors that facilitate learning as one of the requirements to help students approach their language experiences. These factors come in a variety of situations and forms that human beings exploit as an input of the target language.

Among the studies conducted on language learning involve the perspectives of the learners themselves (Carson, 2004; Fong, 2005; Narayanan et al., 2008; Matsuzaki, 2006). Understanding the standpoints of students on what helped them learn English as a second language has pedagogical values. The factors that contributed their language experiences suggest ways on how the teachers should instruct their learners. The teachers could look for strategies that best suit the type of students in their classes. Also, the students will be able to assess their language learning experiences that program designers can use in looking at students' perspective. Indeed, taking into consideration the learners' perspective is a useful tool to understand the factors that contribute to effective language learning (Matsuda, 2004; Matsumoto, 1996).

Studies have shown that learners of English are capable of identifying the sources of knowledge by looking at their reflections especially when teachers give diary prompts that guide them to reflect on their language experiences (Curtis & Bailey, 2009; Fong, 2005; Matsuda, 2004; Matsumoto, 1996; Mori, 2007). These studies have demonstrated the learners' ability to identify the factors that helped them learn the target language. However, most of these studies focused on foreign language learners. There are still no studies conducted on the language learning experiences of the second language (L2) learners of Bukidnon State University (BSU). Thus, a link to research in this area would greatly help teachers instruct Cebuano learners in English.

In this study, the researcher focused on the language experiences of L2 learners and the factors that assisted them in learning English. Also, this study presents valuable information to the field of English language studies. Thus, the researcher hopes that this study would help

Reflections On Language Learning

Roman Wölfel

Reflections On Language Learning:

Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Reflections On Language Learning**

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