

Understanding the Language Learning: A Grounded Theory Perspective

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ABSTRACT

The study aimed to understand the language learning in the perspective of Krashen's SLA Theory and Bandura's Social Learning Theory as applied in classroom setting. It was bound to develop a language-learning model grounded on a theory. The research is a grounded theory design. Classroom activities were conducted casually with themes intended for inquiry and data gathering in form of observation, interview and documentation anchored on Language learning/acquisition, Monitor, Natural Order, Input and Affective filter hypotheses, together with the Social Learning Theory of Albert Bandura. All of the five language learning hypotheses of Krashen were affirmed true to the learning experience of the participants. The Social Learning theory of Albert Bandura was also proven to be true as to the participants' language learning phenomena. It was found that language learners were not given opportunities to connect informal learning and formal learning. Their preferred learning style in the input was not, considered. Learners need social, active and concrete language models to look up. This study has generated theories such as Language learning and language acquisition can come separately and independently; Preferred learning styles in the input is causative of positive learning output; Physically active language models stimulate attention and imitation. To fill the gaps found in the three generated theories become the grounds to support a developed language learning model called Social, Active and Concrete Language Learning Model (SAC LaLeMo). The conclusions recommend for informal and informal learning attributes to be connected. Social Media learning attributes maybe provided to consider preferred language learning styles of students in the input. Social Media and other learning modalities may present active and concrete language models for students to imitate. Other researchers may consider the SAC LaLeMo to be validated.

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KEYWORDS: Language learning/acquisition, Language Learning Model, Grounded Theory

1. THE PROBLEM AND ITS SETTING

Introduction

The study geared towards understanding the language learning in the classroom setting on the perspective of a grounded theory. Description of the students' real performance and response behavior in learning situations which data affirmed or denied grounded theory under test. It was bound to develop a language-learning model that grounded on a new theory drawn from the findings of this study. It understood here that a Language Learning Model guides the language learning approaches, strategies and facilities applicable to the concept of learning. A model developed as a representation of an idea, on object or

even a process or a system that used to describe and explain phenomenon.

Any model of this language learning setting must have grounded on a theory. A model has to be chosen following a certain process (Salimans, et al, 2016), such as model selection, model fitting and testing the theories within the model. This work is in consonance of the process of choosing a learning model where currently used design of instruction (Aldoobie, 2015; Budoya, Kissaka, & Mtebe, 2019; Hess & Greer, 2016) is validated. As a very important base, theories of Stephen Krashen developed and refined in the late

1970s and 1980s examined. Choosing a learning model encompasses theory verification and generation where each stage contributes to the other in a non-linear way (Ghani & Daud, 2018; Jasa, Harahap, & Medan, 2018) just like an edifice of great structure with very strong foundation, a learning model also needs to anchor and find in a reliable foundation in the form of a theory. As always have been (Khalil M., et.al, 2016), a teacher is involved in instructional design activities that mostly lack scientific underpinning and proper documentation. In contrast to subject matter experts, instructional designers formally trained to use several instructional design models that developed for systematic planning and the development of instruction. These systematic processes in designing instruction aims at increasing instructional efficiency and facilitating student learning. In that respect, design models translate the general principles of learning and instruction to provide a procedural framework for developing instructional models and creating an environment for successful learning outcomes.

There has been no clear picture of why learners succeed or fail in learning languages. For which, there

may be several potential reasons. It is evident that there are very strong founding theories applied in L2 learning to establish the reasons behind their success or failure in the field of language. The . at question now is “How are the learners doing in the perspective of these theories? How are they behaving under the applied theory?”

A lot more still is to be answered especially towards coping another educational era, the Education 4.0. As of this time when there is still an observed amount of difficulty to understand language learners on their attitude towards learning English as a Second Language, this study was pushed to understand language learners more on a grounded theory perspective.

Theoretical Framework

A language-learning model needs not be hasty and half-baked. It needs a founding theory to support its relevance and reliability. The grounded theories take that of Krashen’s SLA and Bandura’s Social Learning. These theories as applied in language classrooms setting need revisiting to further the understanding of the language learning situations and behavior of the learners in it.

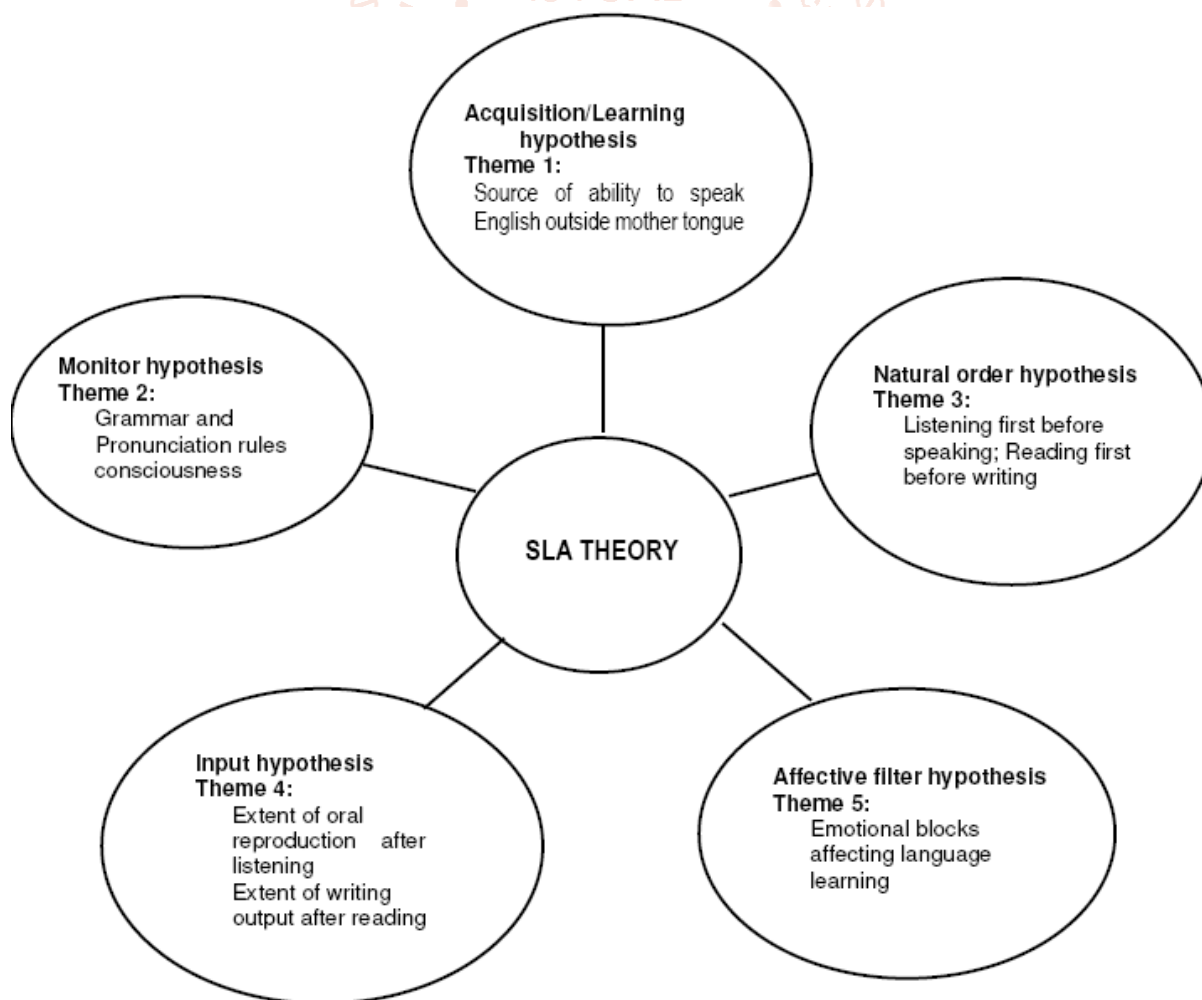


Fig. 1. Krashen’s Second Language Acquisition Theory

Stephen Krashen's Second Language Acquisition Theory subscribed for years along the teaching –learning endeavors. It is however, observed at this point in the era of fourth industrial revolution that huge changes need revisiting of language learning theories subscribed for long years already.

The Acquisition-Learning Hypothesis

This theory has a focal point of behavioral inquiry in this study. As per Krashen, there are two different ways of creating language capacity. Procurement includes the subliminal acknowledgment of information where data puts away in the cerebrum by correspondence; this is the procedure utilized for creating local dialects. Learning, then again, is the cognizant acknowledgment of information 'about' a language (for example the language structure or structure). Krashen states this is frequently the result of formal language guidance. This recognizes the procedures of language securing and language learning. He differentiates procurement and learning as two particular and separate language forms. Securing happens inactively and unknowingly through verifiable, casual, or common getting the hang of, bringing about certain information and gained ability of a language; at the end of the day, to get a language is to "get" a language by depending on "emotions" of accuracy instead of cognizant information on language rules. Krashen states this is frequently the result of formal language guidance. As indicated by this hypothesis, the ideal way a language found out is through characteristic correspondence. Krashen (for example 1981, 1982, 1985) depicts obtaining as an inner mind process practically indistinguishable from the one utilized in first language procurement.

With this in see, Krashen claims that blunder amendment influences learning, not obtaining; it prompts reconsidering and modifying cognizant principles. As indicated by him, obtaining plays an undeniably focal job than learning in second language execution. Cognizant guidelines just perform one capacity: editorial manager or Screen.

The Monitor Hypothesis

Among language learners, there is always a kind of judging by spectators around including the teacher. This is one of the scenarios this study was investigated. Krashen states that checking can add to the exactness of an articulation yet its utilization ought to be restricted. He proposes that the 'screen' can occasionally go about as an obstruction as it powers the student to back off and center more on exactness instead of familiarity. It will consistently be a test to find some kind of harmony between empowering exactness and familiarity with your understudies. This equalization will rely upon various factors including the language level of the understudies, the setting of language use and the individual objectives of every understudy. This parity called open competency.

The Natural Order hypothesis

As to the assumption of this study, learning a language follows a particular natural pattern. As per Krashen, students obtain portions of language in an anticipated request. For some random language, certain syntactic structures procured early while others obtained later all the while. This speculation recommends that this common request of securing happen freely of conscious educating and along these lines instructors cannot change the request for a syntactic instructing succession. As per this speculation, instructors ought to know that specific structures of a language are simpler to secure and in this manner language structures educated in a request that is helpful for learning. Educators should begin by presenting language ideas that are moderately simple for students to secure and afterward use framework to present ideas that are more troublesome.

The Input hypothesis

Understanding the learners as attached to this study is vital especially in examining the inputs. This theory proposes that language procurement happens when students get messages that they can comprehend. An idea called intelligible info. Nevertheless, Krashen likewise proposes that this conceivable information ought to be one-advance past the student's present language capacity, to permit students to keep on advancing with their language improvement. This theory features the significance of utilizing the Objective Language in the study hall. The objective of any language program is for students to have the option to impart viably. By giving however much fathomable contribution as expected, particularly in circumstances when students not presented to the TL outside of the homeroom, the educator can make a more successful open door for language acquisition.

The Affective Filter

The fifth theory, the affective filter, represents the impact of emotional components on second language obtaining. Influence alludes to non-phonetic factors, for example, inspiration, fearlessness, and tension. As indicated by the affective filter, influence impacts securing, however not learning, by encouraging or keeping

understandable contribution from arriving at the language acquisition gadget. As such, full of feeling factors, for example, dread, apprehension, weariness, and protection from change can influence the securing of a subsequent language by keeping data about the second language from arriving at the language territories of the brain.

Krashen claims that one deterrent that shows itself during language obtaining is the full of feeling channel; and that 'screen' affected by enthusiastic factors that can forestall learning. This speculative channel does not influence obtaining legitimately but instead keeps contribution from arriving at the language securing some portion of the mind. As indicated by Krashen the full of feeling channel incited by a wide range of factors including uneasiness, fearlessness, inspiration and stress.

Besides, when the full of feeling channel squares conceivable information, obtaining falls flat or happens less significantly then when the emotional channel bolsters the admission of understandable info. The full of feeling channel, accordingly, represents singular variety in second language procurement. Second language guidance can and should work to limit the impacts of the emotional channel. In any part of training, it is consistently essential to make a sheltered, inviting condition in which understudies can learn.

In language training, this might be particularly significant since to take in and produce language, students need to feel that they can commit errors and face challenges. This relates legitimately to Krashen's speculation of the full of feeling channel. To get familiar with making a positive homeroom condition.

Albert Bandura's Social Learning Theory

Somehow or another, Bandura's setting partners with Stephen Krashen's subsequent language learning hypothesis being tried in this examination. The social learning hypothesis of Bandura accentuates the significance of watching and demonstrating the practices, mentalities, and enthusiastic responses of others. Bandura (1977) states: Social learning hypothesis clarifies human conduct as far as constant complementary association between intellectual, social, a natural impact. It is additionally the hypothetical establishment for the procedure of conduct displaying which is generally utilized in preparing programs. This is one where it identifies with this investigation where model or guide is the issue.

The most well-known (and inescapable) instances of social learning circumstances are TV ads. Advertisements recommend that drinking a specific refreshment or utilizing a specific hair cleanser will make us famous and win the reverence of appealing individuals. Contingent on the segment forms included, (for example, consideration or inspiration), we may demonstrate the conduct appeared in the business and purchase the promoted item.

Cognitive Theory

One of the hypotheses that this investigation holds is the Psychological hypothesis. This worries those psychological procedures that saw through people's critical thinking procedure and individuals' learning methodologies. It examines human minds' reasoning procedure. Cognitivists accept that an individual has natural methods of getting, handling and using data at various intellectual improvement stages; advocate the investigation of individuals' psychological advancement procedures and models, and structure distinctive instructional projects dependent on one's psychological advancement needs at various formative stages. Jane Piaget (1898-1980), Jerome Seymour Bruner (1915) and David P. Ausubel (1918-2008) speak to this hypothesis. In training, intellectual formative hypothesis is to build up understudies' capacities of inventive reasoning, data examining, and critical thinking through PC helped guidance.

Constructivist Theory

Another hypothesis tied down on is Constructivist hypothesis. This is supportive of letting understudies to develop their perspective of the world, reasoning of living, specialized aptitude, and information structures; underlines one's learning activity, social and situational learning encounters. The center of this hypothesis is disclosure learning. Understudies learn by doing. John Dewey (1859-1952), a notable instructive clinician, accepted that rehearsing is an establishment of learning, and without learning practice, understudies would get lost. He focused on that understudies build their insight by and by, and instructional structure should regard understudies' mental improvement needs.

Previous Soviet therapist Vygotsky proposed a social constructivist hypothesis that underlines one's social and social foundations to decide one's conduct. He accepted human's development is a result of culture. The impact of Constructivist hypothesis on the turn of events and execution of instructive innovation reflected in the spearheading instructive games, mixed media improvement and dynamic online communications.

In the sense that *Innovation* is the keyword of Education 4.0, it is catering to the need of the society in 'innovative era'. It is in accordance to the changing behavior with the special characteristics of parallelism,

connectives (Goldie, 2016), and visualization. The learning theories must help to develop the learner’s ability to apply the new models. Moreover, this model which will help the learner to develop according to the changes in society. Sinlarat (2016) stated that the learning model of this era is a new learning system, allowing the learner to grow with knowledge and skills for the whole life, not just to know how to read and write. To be able to live in a society and to be equipped with the best of his/her ability. Therefore, Education 4.0 will be more than just an education.

Conceptual Framework

The very advantage of this study is the assumption of a gap in the application of language learning theories and other learning theories. There must be a missing link between the learners’ behavior and the theory perspective in the language learning approach as applied in the classroom. Language learners need to be studied, observed and analyzed in their classroom setting behavior. It assumed that in the SLA theories of Krashen and Social Learning Theory of Bandura something is to consider in the application.

With the identified gaps, it created themes to be the anchor of the data gathering or the investigation. Language learners were the participants in the study. They observed, interviewed, observed, and documented in their behavior and attitude towards the classroom learning of the language. Questions that guided the inquiry anchored on six themes drawn from Krashen’s five SLA Hypotheses and Bandura’s Social Learning hypothesis. Analysis of the pervading theory in language learning and acquisition was the much input of the investigation. The established theory of Stephen Krashen on Second Language Acquisition was revisited. Language students subjected to a direct and indirect observation to describe them along with the claims of hypotheses posed by Krashen in his SLA theory. The language learning scenes expected to react with the claims of the five hypotheses. The investigation aimed at understanding the learning of L2 in the perspective of grounded theory. It expected to catalyze grounded theory as basis for a language-learning model.

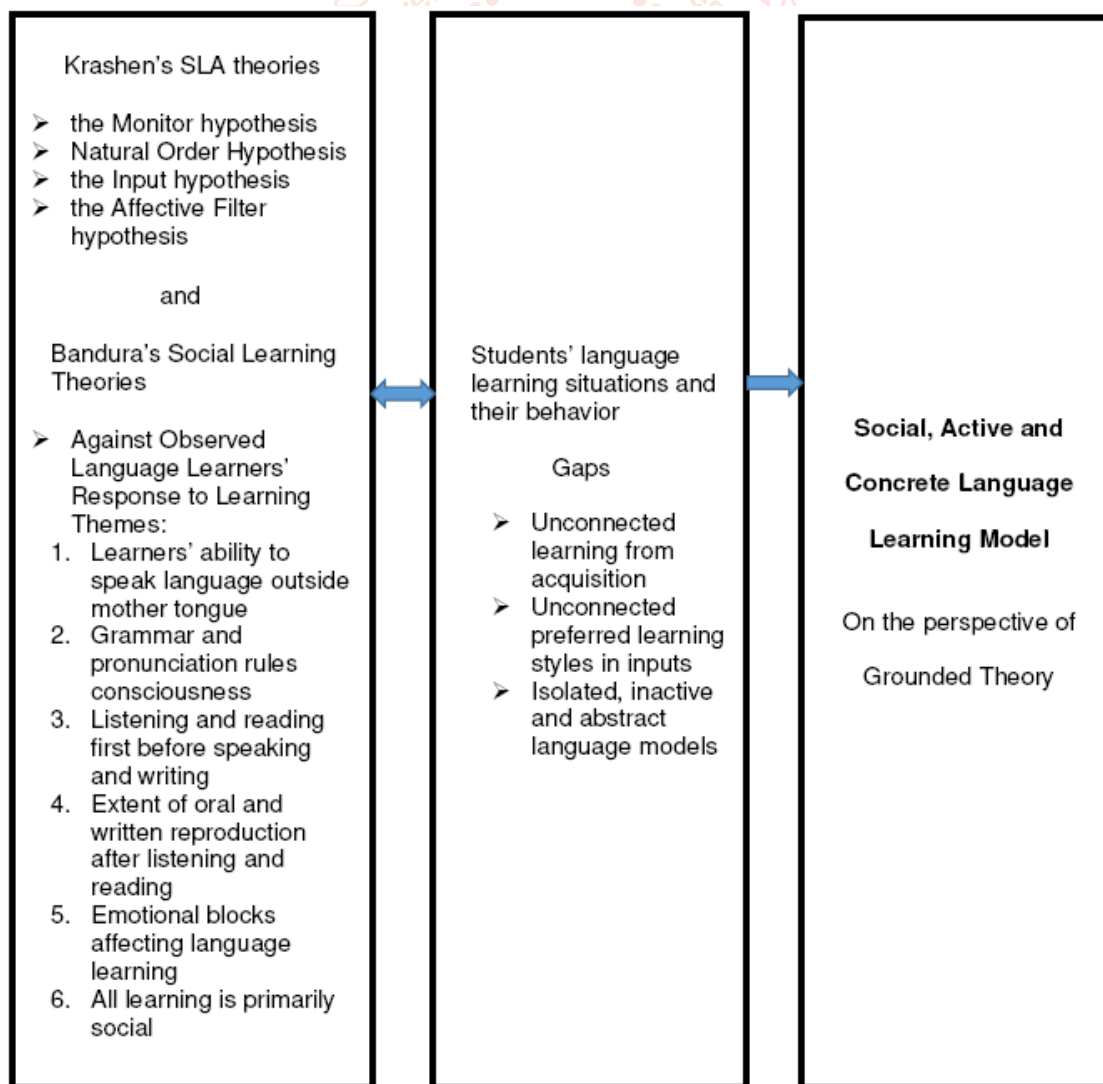


Fig. 2. Schematic Diagram of Social, Active and Concrete Language

Learning Model

The result of the study was able to saturate three theories to support a language-learning model developed.

As the questions were able to elicit answers through observations of the students, the six hypotheses tested of its claimed affirmation, negation and gaps. This was how the existing description processed according to its affirmation and negation or gaps of the hypotheses. The appreciation of the learners' behavior vis-a-viz SLA theories and Social Learning theory were processed and analyzed in order that a new theory generated and became foundation of the new language-learning model. Innovations embedded in the new language-learning model encompassed the novel behavior found in the students.

Objectives of the Study

This study aimed to develop a language-learning model addressing Education 4.0 from the perspective of a grounded theory. Its specific objectives were to:

1. Describe language learning on the perspective of Stephen Krashen's Second Language Learning and Albert Bandura's Social Learning Theory Framework.
2. Describe language learning as applied in classroom setting on the perspective of grounded theory.
3. Identify the gaps of language learning in the classroom setting.
4. Design a language-learning model based on the findings of the study.

Assumptions of the Study

From the objectives stated, these are the assumptions in working towards concluding theory:

1. Learning about the language has no influence on their language acquisition.
2. Consciousness of accuracy does not affect language fluency.
3. Learning the language does not necessarily follow any order.
4. Comprehensive Input does not necessarily affect language output
5. Emotional variables does not block language-learning performance.
6. Language learning is not primarily social

Scope and Limitation of the Study

The study set a limit and coverage in terms of time, people and materials to spend in its conduct. It made a target to finish by the end of School Year 2019-2020.

The researcher involved only one class of learners who enrolled in Grade 9 of Year 2019-2020. She chose the class she handled for observation. The classroom activities and springboard lessons were language learning picked out topics attuned to the themes of Krashen's SLA Theories and Bandura's social learning theory. The topics were picked out of the last two-quarter lessons of English 9. The conduct of such classes was non-graded since this was only for the purpose of observing and getting data about how students learn language in the perspective of SLA theories and social learning theory.

There was a minimum of three repeated observations. Moreover, observations continue with interviews and documentary analysis until saturation of the data. In the retrieval of data, only observation transcripts and picture taking allowed since school authorities and parents did not allow videotaping for privacy protection of the learners. The conduct lasted for four weeks or the whole month of February to specify.

Significance of the Study

This study is of great importance for the whole humanity in general who without a language to live with is deemed dumb. It is however very specific to benefit directly the following:

Language learners. Being the recipients of any language model designed, they affected of whatever undertakings in the language classroom incorporated in a learning model applied. Understanding language learning indirectly understands them in the way they should learn.

Language Teachers. Teachers of language bombarded with multiple tasks not to mention other attached functions in school and family affairs. With such clamor, language teachers may find the guide and the directions as planned in the output of this study.

Learning Materials Developers. This research may shed light on the basis of their materials development intended to facilitate language learning in lesser and lighter classroom tasks. This may set directions towards choice of modality. It applies in varied learning environments.

School Administrators. Information that gleaned from this study may guide them in financial planning and school managerial operations supporting teachers and learners.

School Stakeholders. General reading public like parents, local government units and other entities in the community may also find treasures of knowledge as to the background of language learners' behaviors affecting them at home in the community.

Definition of Terms

In this study, terms used may not be of the same meaning as those in generic. For readers' understanding, these terms defined according to its operational use in this study.

Education 4.0. A school of thought encourages non-traditional thinking when it comes to imparting education. Education 4.0 developed as a response to Industry 4.0, in order to create trained, qualified professionals who are ready for a highly globalized and digital-driven world of work.

Language Acquisition. It is the ability to use and understand language through a subconscious process. In which they are unaware of grammatical rules of the language.

Language Fluency. One's ability to speak or write smoothly, easily, readily in the target language.

Language Learning. It is the result of direct instruction in the rules of language.

Learning Model. It is a theory anchored design of how learning exercises and activities be implemented with the aim of producing positive output. It can unite school leaders, teachers, and students with shared goals, a shared understanding of how to reach the goals, and a shared vocabulary for discussing progress.

Learning Theory. It describes how students absorb, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a worldview, is acquired or changed and knowledge and skills retained.

Neo Normal. In this study, the term refers to the worldwide change of learning modalities as called for by health protocols to avoid infection with COVID 19 (corona virus disease). It prescribes physical distancing as normal in the current world health situation.

SLA. Second Language Acquisition. When one has acquired another language after first language or mother tongue, it is SLA. In this study, SLA here is English, the next to the Filipino mother tongue.

2. REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature

This part of the paper lays down literature and studies related to the problems and issues dealt with in this study. Presentation of the literature and studies arranged thematically.

The Necessity of a Learning Theory

Learning hypotheses give the establishment to the determination of instructional systems and take into a concrete forecast of their adequacy as Hubbell, E. R., and Goodwin, B. (2019) put it. Educators engaged with numerous instructional structure exercises without formal preparation in learning speculations and the study of guidance. To accomplish successful learning results, the study of input and instructional structure models used to manage the advancement of instructional plan methodologies that evoke fitting psychological procedures. Significant learning speculations examined and chose instances of instructional structure models clarified and confirmed.

One example of theory verification and testing was that of Pienemann (Lantolf, J. P., & Zhang, X., 2015). He objected to the claim that the Teachability Hypothesis is a development of general Processability Theory. Only spontaneous speech can generate data that are relevant for assessing the predictions of Processability Theory and Teachability Hypothesis. Moreover, the alleged departure from the requirements of Processability Theory about what counts as evidence of a stage having been attained or not.

Processability hypothesis is one of the most persevering issues in human discernment research. Managing and tying down to language learning speculation saw to be acceptable indicators of accomplishment in L2 learning. The utilization of clear or secret learning techniques in managing language learning undertakings may demonstrate understudies' degree of language capability and the other way around. Learning a language is an overwhelming task that includes a few beginning procedures. For a considerable length of time, these procedures examined through perceptions, studies, and analyses in the endeavor to give a solid portrayal of the language-learning marvel and help the students in accomplishing explicit objectives. Past exploration that illustrated on the instructor, the showing strategies, and language procurement gave proof that varied student's accomplishments in language learning exist. Such disclosure prompted a move in the spotlight and more accentuation on the idea of language learning techniques (Cabaysa and Baetiong, 2010).

Any learning endeavor that needs assurance of success, according to Tilson, J., Sandretto, S. & Pratt, K. (2017), relies on example subscribed theory. It is a notion of reflection that underpinned by criticality wherein people taught, for example, how to read societal inequality, and were then encouraged taking action against unjust situations to create societal change. A concept of the theory is required if a learning reflection and doing are to be assured. This praxis encompasses both. Praxis involved carefully considered and consciously theorized action. In this word, praxis “requires theory to illuminate it.

Given the social constructivist hypotheses of learning depicted as one of the establishing speculations of this examination as identified with Language Learning Hypotheses of Krashen, the discoveries of this investigation have come to fit in Obsidian Learning Model. The model grounded in three core values (Victor, 2016):

1. Learning must be fully learner-centered, supporting the learner not only in periods of formal instruction but also in outside school presence. Learners do not passively absorb information. Alternatively, social, collaborative experiences enable both personal and group construction of knowledge. Access to online tools promotes the integration of personal experience with networked wisdom.
2. Learning blended. Learning experiences must focus, easily manageable, and target the unique needs of the individual learner. It is expensive, time-consuming, and ineffective to keep learners in a classroom for days. Instead, learning should be ongoing, occur when needed, and make use of inexpensive (if not free) technologies.
3. Learning should be a social experience. It should provide opportunities for collaboration and interaction – both within formal learning experiences and continuing in at home and in the community, in the form of collaborative problem-solving, ongoing performance support, and communities of practice. Instructional design for distributed learning must take into account social presence, using learning strategies that encourage and build camaraderie and engagement just as connectives suggests that literacy also includes knowledge gained from online sources.

Based on these principles, Obsidian Learning uses the term “distributed learning” to describe learning that is: *Blended*, using various combinations of ILT, WBT, and mobile learning. *Collaborative*, including individual, partnered, and greater group experiences, spread out over time, including formal training, informal education, and refresher. *Just-in-time (JIT)* learning that occurs at the point of need, along with performance support. *Focused*, he is focused on competency development.

Reviewing Language Learning Models

In the Philippines, Gonzales (2018) presented a conducted study that focused on intrinsic motivation factors. It helped identify what specific L2 communicative skills are more helpful to students to learn. The study showed that selected freshmen college students from different universities in Manila were intrinsically motivated to learning speaking and reading skills. They were intrinsically motivated via knowledge and accomplishment. They further reported that, basically, Filipino students were intrinsically motivated to learn English because of their exposure to the language. Moreover, they argued that Filipino learners are inherently motivated to use English in speaking, reading, and listening due to the nature of these skills and the tangible rewards that these skills may bring the learners.

This study led him to develop the Filipino Foreign Language Learning Motivation Questionnaire (FFLLM-Q). His exploration yielded six-motivation orientation towards FL learning: (1) desire for career and economic enhancement; (2) desire to become a global citizen; (3) desire to communicate and affiliate with foreigners; (4) desire for self-satisfaction in learning; (5) self-efficacy; and (6) desire for cultural integration.

For unknown dialect learning, another model surveyed in this examination. A model called "Show preemptive kindness" Model" tried by Mantasiah, R. (2018) to know the viability of show proactive kindness model in unknown dialect figuring out how to build understudy's self-adequacy and scholarly inspiration. This learning model propelled by a film named show visionary kindness. The film portrays a kid who has a basic plan to change the world. The youngster thinks about that to change the world; he should welcome many individuals to do graciousness. The path utilized by the youngster called "show proactive kindness..." The focal point of these lines is to share generosity with the others, and the individuals share a similar benevolence to someone else. This idea moves specialists to create show preemptive kindness models. This model actualized in unknown dialect learning.

One of the benefits of this model is that each understudy has the same job in the class. Each engaged with the learning procedure. The model triggers the scholarly inspiration and self-adequacy of understudies, as one of the most significant angles, which see to build under study's scholastic and self-viability. They should feel being associated with the class effectively. There are some learning steps in the utilization of this model. 1) Talk and understudies must pick an understudy who can be data focus. 2) The talk will disclose learning material to the picked understudy. 3) The understudy is capable of disclosing to the three different understudies related to the learning material; the number relies upon all out of understudies in the class. It can change that each understudy is capable of two or four understudies. 4) The following stage is each understudy of the three understudies must disclose to three different understudies, the procedure proceeds until all understudies getting the clarification. 5) The last advance of this model is talk can affirm to the last or center understudies to disclose learning material to guarantee that clarification got by all understudies is correct.

Obsidian's Disseminated Learning model is another achievement-coordinated model that applied in language learning. Its three significant parts prepare extensive correspondence roads for language students. It incorporates 1. Innovation: Through innovation – in the homeroom, via web-based networking media stages like Twitter or Facebook – students are engaged to team up with one another and to look for assets for their very own learning systems (PLNs). 2. Experience: An assortment of learning encounters utilizing a variety of media – instructor drove preparing (both study hall and virtual), online preparing, execution support (for without a moment to spare learning), networks of training – prompts expanded student commitment and fabricates the innovation interceded coordinated effort abilities that are so indispensable in our worldwide economy. 3. Individuals: Community learning is a central segment of Obsidian's Appropriated Learning model. Learning encounters should support synergistic learning and critical thinking; and, the improvement of progressing networks of training, and shaping associations, e.g., PLNs interfacing with different PLNs.

For effective execution of dispersed learning, the learning fashioner should enlarge the customary components of instructional frameworks configuration to incorporate these three segments.

In Obsidian's Conveyed Learning model, ILT is commonly short and much centered around critical thinking and application. In different cases, online preparing (WBT), or eLearning (electronic learning), is a more applicable strategy. Run of the mill conveyance of eLearning is using the Web utilizing such advances as self-managed execution errand, remotely coordinating, and video conferencing.

Obsidian has utilized the mediations recorded underneath in disseminated learning situations:

- Micro learning (learning nuggets): Brief learning exercises (enduring a couple of moments as long as a few minutes) that can be utilized to upgrade (or even supplant) important course modules; models incorporate brief recordings followed by tests and smaller-scale digital broadcasts conveyed on stages like YouTube and Twitter. As Obsidian, we frequently utilize the expression "learning pieces" to depict small-scale learning. As a model, learning chunks are errands that students act in a specific setting to achieve definite results. In this way, as focused and contextualized pieces, smaller-scale learning (or learning chunks) can use with portable innovations to give just in time execution support.
- Learning Video: With the ascent in the fame of free video-sharing locales, for example, YouTube and the accessibility of value video catching innovation on cell phones, recordings as a learning design are getting progressively well known. They utilized to clarify and disentangle complex ideas, frameworks, or procedures. Perfect learning recordings are ordinarily short (from three to five minutes in length) and are in this way appropriate for versatile learning.
- Simulations: A reproduction is an instructional technique that repeats as loyally as conceivable circumstance, procedure, or system. Reenactments should be possible face to face (as pretending) or utilizing innovation (both face to face and on the web). Reenactments ought to be student-focused, major, and adaptable circumstance.

To amplify open doors for collective learning, circulated learning encounters ought to remember exercises to improve social nearness for a wide range of learning cooperation: understudy to-understudy, understudy to-educator, instructor to-understudy, understudy to-substance, and understudy to-world.

The accompanying techniques demonstrated methods for making elevated levels of social nearness. It makes a conversation space for open collaboration to encourage bunch attachment and communication. It empowers the two facilitators and students to offer criticism that contains praises and bid thanks to making a strong learning

network. It underpins the clear articulation of affirmation of others' info, understanding, difference, compliment, and questions. It utilizes feeling, humor, and self-divulgence to reinforce passionate associations in the gathering. It gives devices to the singular sharing of assets and data with the conference. Recollect that the gathering's aggregate information and experience are significant for building social nearness and can improve conversation and cooperation.

Consider additionally approaches to evaluate the authority of substance as well as of the social, communitarian components of learning in the 21st century. In this model, knowledge estimated as far as an individual accomplishment as well as by analyzing the manners by which students interface with others to team up and share the making of information.

The Emergence of Technology in Language Learning

The utilization of the developing innovation in a language-learning model to satisfy the needs of the fourth modern upset educators pressed to develop effective instructional models specifically to the end of this study, a language-learning model. It aims to understand language learning and brings in changes to the idea. While it seems comparatively easy to single out specific factors of successful learning under experimental laboratory conditions, it seems practically impossible to attribute success and failure in classroom learning situations, which affected by a multitude of visible and invisible factors, many of which are subconscious and therefore inaccessible through introspection.

Improvements in advanced innovations and their application in English language instructing can make instructors stress over what their job will be later on. Even though it is improbable that robots supplant educators, a portion of the procedures and substance generally oversaw by the instructor administered by programming. For instance, there has been a generous take-up of learning, especially in the K-12 setting (that is, in essential and optional schools) in North America. As one model, Carpe Diem secondary schools in the USA utilize a 'flex' model of learning in the conveyance of center subjects like science and English. In this model, understudies spend a considerable piece of exercise time in PC rooms, working exclusively through subject material conveyed through versatile learning programming.

Paraprofessionals (non-specialists, typically secondary school graduates) help understudies with the product when consequential, supervising these times of self-study. In the wake of working with versatile learning programming for 30 to an hour at once, understudies move into study halls with prepared educators. The latter who complete the entire class, gathering and pair work. The homeroom periods give a chance to educators to work with understudies on higher-request aptitudes, for example, basic reasoning, critical thinking, and venture work. This model of learning sees an inexorably broad take-up in the USA. Other K-12 schools that follow a flex mixed learning approach incorporate Rocket transport Training schools in California, New Study hall schools in New York, Matchbook Learning schools in Detroit, and Ednovate schools in Los Angeles.

Innovation is an apparatus to upgrade social learning in Obsidian's Dispersed Learning model. Models, for example, Learning Entrance: A planned page (or set of pages) housed on knowledge the executive's framework (LMS), SharePoint, or some other site that fills in as the center of the program. Interpersonal interaction Advancements: Such apparatuses as websites, wikis, and online systems of companions and expert associates can be surprising empowering influences of social, communitarian learning.

The user-focused, and intelligent nature of person-to-person communication innovations empowers coordinated effort and sharing of data. This device used to help the improvement of internet learning networks. Advances like wikis and web journals can catch the co-formation of information while Facebook has shut gathering highlight use as a stage for online conversation and joint effort. Versatile Getting the hang of discovering that is conveyed utilizing portable correspondence advancements, for example, tablets, cell phones, and comparative gadgets. Adaptable learning can incorporate execution emotionally supportive networks, brief instructional exercises, agendas, recordings, video chatting (talk), and small-scale learning. Experience what realizing encounters will best address the issues of the student, and when would it be advisable for them to happen? On certain occasions, a short teacher drove preparing (ILT) may be such required. Then again, virtual ILT with innovation-driven coordinated effort may better address the issues of scattered students.

The use of e-learning is becoming a global issue now. In an educational field, there are many institutions already use it. The examination intended to test the plausibility and adequacy of the improvement of instructional materials. E-Learning was dependent on the learning in sound/radio media improvement course. The foundation laid behind the issue is the experience of the understudies that experience issues in building up the sound/radio

media original copy. This experience brought about by the restricted time the instructor needed to clarify the screenwriting material, and term the understudies needed to compose the sound/radio content. Hence, it influenced the absence of understudies' comprehension of the course material and the understudies' scriptwriting result, which is not possible to create yet (Krisanto An., et al. 2017).

The mixed model of learning offered by these schools has scrutinized a few checks. Right off the bat, they are supplanting some school hours with versatile learning content conveyed using PCs and directed by paraprofessionals. It implies that schools can pay qualified educators for fewer contact hours with understudies; after some time, expenses can altogether decrease. In any case, the nature of a versatile learning substances can be flawed. Methodologically, the flex mixed learning approach mirrors a conventional perspective on learning, where the material is packaged into little pieces to be processed by the students directly. Understudies in government-sanctioned tests, which as often as possible occur on the web, replicate this substance.

There is consistently a job of innovation, even in Flipped Learning. It might well give an advantageous gathering spot to humans and machines to cooperate to contribute the ideal learning open doors for understudies. One of the soonest and most broadly cited advocates of the technique should without a doubt be Salman Khan and his Khan Institute, the all-encompassing way of thinking behind it is more seasoned than this online manifestation (see Mazur, 2017; Lage and Platt, 2010). Nevertheless, Khan carried the plan to the consideration of the more extensive world with his straightforward and available adaptation on the web. Conversing with *The Money Road Diary* in 2011, Khan portrayed the way of thinking behind his work as 'giving understudies and instructors influence to "flip" the customary study hall: understudies can hear addresses at home and invest their energy at school doing "schoolwork" – that is, taking a shot at issues' (Khan, 2011). Initially intended to build the investigation of science among kids, the site currently offers an assortment of branches of knowledge, up and down the Flipped model lines.

For whatever length of time that there are new investigates, there are additionally advancements tapped for reason for more extensive cluster of learning. It is clear in one investigation into the adequacy of the flex mixed learning approach indicating blended outcomes. (Lafer, 2014). Understudies can get adroit at stepping through online examinations, however less capable in basic reasoning and critical thinking abilities. In spite of the admonitions, the flex mixed learning approach is a pattern, which is probably going to make advances all around over the long haul (see Hockly, 2016).

Mixed learning has additionally developed essentially in English language instructing over learning can bring down educational cost costs for instructive establishments. Nevertheless, it is significant that all around planned mentor bolstered mixed learning does not bring down costs (Horn and Staker, 2012). A second driver for the development of learning is mechanical, as equipment and programming become progressively available and reasonable. Different purposes behind embracing mixed learning given by English language instructors and establishments incorporate huge class sizes; absence of homeroom space; educator disappointment with the effect of eye-to-eye instructing; and the restricted introduction to English that students get in planned classes (Aborisade, 2013). Likewise, political insecurity may affect a foundation's choice to embrace mixed realizing, when students do not genuinely go to vis-à-vis classes because of political distress (Armada, 2013).

With innovation headways, other most recent advancements demonstrated students the flavor of everything as in learning models that offer distributive learning qualities. Grounded in social constructivist speculations of learning, the model stresses the utilization of mixed learning arrangements (educator drove, on the web, versatile, continuous execution support) to cultivate community learning. There are three essential segments in the model: innovation, experience, and individuals. Obsidian's conveyed taking in arrangements draw from every one of these segments relying upon school authoritative imperatives, instructional prerequisites, and student needs.

The Global Language Education Scenario in the 21st Century

In accordance with the article of Borlongan (2016), entitled "Relocating Philippine English in Schneider's Dynamic Model," the case of the Philippines is different from that of the United States, Australia, Canada, and New Zealand in terms of the linguistic repertoire and language choices available. Again, the Philippines (and, in this case, also Singapore) departs from these monolingual-in-English countries in that the original colonizers are no longer existent in contemporary society, and what is left is only the language English.

Education 4.0 is catering to the need of society in an innovative era. It is in accordance with the changing behavior with the unique characteristics of parallelism, connectives (Goldie-, 2016), and visualization. This

learning management must help to develop the learner's ability to apply the new knowledge in the new standard, which will help the learners to elaborate according to the changes in society. Sinlarat (2016) stated that the learning management of this era is a new learning system, allowing the learner to grow with knowledge and skills for the whole life, not just to know how to read and write. To be able to live in a society and to be equipped with the best of his/her ability. Therefore, Education 4.0 will be more than just an education.

Works towards the codification of Philippine English through dictionaries and grammars have initiated and are ongoing. Schneider Model rightly predicts that dictionaries come first before reference grammars. He says that changes are fewer and much harder to accept as correct, given that there is the so-called common core of English grammar earlier mentioned. Dictionary came out first before more extensive corpus-based grammatical analyses (synthesized were done and the essentials of the verb and noun systems in Philippine English prepared and written (Bengco, 2014; Borlongan, 2011a, 2016; Morales, 2016).

Borlongan and Lim (2013) have drawn up an inventory of the features of Philippine English. Also, Philippine English words have added in recent updates of the Oxford English Dictionary (Salazar, 2015). Quite importantly, exonormativity stabilization in terms of grammar documented even across time (Borlongan, 2014). Indeed, a foreign scholar comments as early as the 1990s that Philippine English is among the well documented in Southeast Asian English. A pedagogical model for teaching Philippine English already developed by Bernardo (2013).

Education 4.0 is a reaction to the requirements of IR4.0 where human and innovation adjusted to empower additional opportunities. Fisk (2017) clarifies that the new vision of learning elevates students to learn aptitudes and information that required as well as to distinguish the source to gain proficiency with these abilities and facts. Literacy is worked around them with respect to where and how to learn and following of their presentation is done through databased customization. Friends become exceptionally critical in their learning. They take in together and from one another, while the instructors accept the job of facilitators in their knowledge.

Language of the Digital Age

From 2019 on, tectonic forces continue to reshape life, economies, industries, and jobs around the world. The constantly changing and reshaped the future world is where Higher Education students wish to benefit from and contribute. Most of our current and future students ask – What will the future hold for me? How will my education be relevant? (Alexander, B. et al., 2019) Today's young people understand that lifelong learning is going to be the norm for them. The possibility that learning a subsequent language is a pass to more elevated level of employment or a worldwide position is a legend. Today information on another dialect is one of the various abilities, which may support an individual secure important business, not an assurance to a superior activity or a professional success.

The progression in ICT is, without a doubt, quickly changing the way of life of work. Educators should set up to utilize and embrace innovation as innovation improves understudy's learning; instructors ought to comprehend that 21st-century homeroom must give creation upheld showing materials (Padmavathi, 2016). Educators' application of innovation will come out with incredible learning conditions. Besides, it will change the instructive procedure of learning and educating in where the students will manage information in a useful and dynamic manner. The innovation isn't just considering as an apparatus, which included for existing showing strategies yet additionally these days, the new advancements by the fourth mechanical unrest are viewed as a cutting edge instrument to improve and bolster better approaches for learning and instructing process.

The Learning Modality Call

A great part of the conditions in the ongoing occasion's request that students need to remain a ways off while interfacing with others in the learning procedure. Gadgets, contraptions and different instruments for correspondence and network are popular. (Pegrum, 2014). Cell phones have democratized access to innovation, and to a degree, this is valid for an assortment of reasons: they are generally modest, they are simple, snappy and modest to energize, information associations are frequently modest, and they are moderately hardwearing and great out in the field where other more sensitive advances may die. In any case, we would do well to recollect that not every person has a cell phone, not every person can charge them, and not every person can get to online administrations with them. In this regard, the computerized partition talked about before in this article is as applicable to the portable setting for what it's worth to some other innovation. Solanki and Shyamlee (2012) and Pourhosein Gilakjani (2017) bolstered the view that language-learning model should be reliable to the time. It alluded to as explicit plat structure; thought; step, procedures, and strategy, language-learning models are utilized by educators to additionally upgrade finding out about a language. While there are requests of getting

receptive to the fourth modern insurgency, there is a genuine need to give a proportion of students' full of feeling decision and language instructors' information on an of language learning in the period of Education 4.0.

It is in all likelihood the case, in any case, that there are more cell phones in the possession of students worldwide than some other sort of innovation which can be presented as a powerful influence for learning and instructing. In addition, it is consequently that we see vast advances of versatile education into the English language study hall, both in cutting edge and low-tech conditions, in created and creating nations and settings (see, for a choice of contextual investigations).

It is maybe the omnipresence of the gadgets, and the subsequent effect on instructive foundation funds makes them so undeniably situated across the board appropriation and use. Embracing a Present to Your Gadget or BYOD approach implies that foundations no longer need to put resources into supersize equipment themselves, letting lose any financial plan for different purposes largely. Besides, maybe more significantly, they are an innovation, which installed in the lives of understudies outside the study hall. It has neither rhyme nor reason not to convey that relationship over into the study hall. Additionally, it encourages understudies to see how they consider the unadulterated amusement. The device brings to hold up under the administration of their learning.

Why the need for Teacher-Learner Preparation?

The investigation of Datu, et.al. (2018) tended to the arrangement through evaluating the degree to which Mental Capitalization related with ideal scholarly and prosperity results. Six hundred Filipino secondary school understudies selected in the investigation. The aftereffects of auxiliary condition demonstrating uncovered that PsyCap emphatically anticipated scholastic commitment, thriving, related joy, and positive effect. Ramifications of the discoveries explained as far as how PsyCap can possibly help with encouraging positive educational attachment.

In accordance with the investigation of Abukhattala, (2016), additionally with that came to by Abdulrahman (2014), it found that the understudies in the area Simunjan are not prepared to utilize the innovation of ICT in educating. The examination took a gander at the deterrents looked by the instructors to apply innovation for showing the English language. The discoveries demonstrated that educators face numerous obstacles, for example, the brevity of innovative hardware, the old foundation, absence of abilities and preparing, absence of experience and the utilization of conventional techniques that prevented the instructors from utilizing innovation in showing the English language. The consequences of this exploration are as per the examination led by Kamaruddin, Abdullah, Idris, and Nawi (2017). Abukhattala (2016) directed the test utilizing subjective exploration concentrate with the point of researching English language educators' availability to employ innovation in English language homeroom. The discoveries of this examination demonstrated the educators in Libya are not prepared to apply the invention in instructing.

It is as yet the case, be that as it may, that instructors don't eventually feel sufficiently accomplished – even with gadgets with which they are personally recognizable – to bring the innovation into their classes with them. While cell phones are standardized (Bax, 2013) outside of the homeroom, for the two instructors and students, that equivalent level of imperceptibility accomplishes inside. This skill is large because of an absence of starting educator preparing, a circumstance, which has not changed, altogether as the pace of innovation advancement has enlivened.

Language Learning Trend in the Fourth Industrial Revolution

Because of the developing interest on viable correspondence among individuals from an assorted social and social foundation in the working environment or scholarly settings, there is a need to learn different dialects utilizing an assortment of learning assets and strategies turns into the objective of instructive exploration. To fulfill such an answer, the examination in the field of SLA and EFL endeavors to discover language students secure English viably and learn EFL/ESL. The essential discoveries recommend utilizing a strategy for ascertain that will make the student much fearless, persuaded, and energetic. These models permit the students to rehearse what they have realized inside the study hall with locals' speakers of the English language outside the study hall. Therefore, the utilization of PC and Web stages began to involve a better than average region of study and exploration.

The bit of time is introductory on change. Throughout the years, observational investigations along this line completed. For example, Ying-Chun Lai (2018) analyzed the language learning procedures utilized by EFL students in Taiwan comparable to language capability by using the understudies' outcomes in The English Position Test and the Ledge review. Results indicated that the EFL students utilized remuneration systems the

most and the full of feeling techniques the least. Understudies will, in general, speculation cleverly when they experience troublesome learning tasks.

In Zhao's (2015) study, Chinese understudies utilized many remuneration methodologies and less of memory. It gave a concrete positive relationship between metacognitive systems and English evaluations. Fewell (2010), in any case, found negative connection between procedure use and language capability as the investigation uncovered that Japanese understudies have a high reliance on memory systems. Truth tells; they just utilized that system. Comparative examples of technique use rose among capable and less capable students.

It considered a need started on instructive justifications. Specialists have recommended that a dynamic factor for fruitful innovation mix into the study hall is the educator (Rhema and Miliszewska, 2010). At the point when the instructors reform their study halls with mobiles, PCs, and web associated gadgets, familiar and low-level understudies would make gigantic additions (Kumar, Rose, and D'Silva, 2018). Specialists have discovered that instructor convictions assume a beginning job in changing educators' innovation coordination into more constructivist rehearses. Hence, the relations between instructors' assurance and educators' practices should assist with revealing insight into how instructors settle on innovation joining choices (Ertmer, 2015). By the monstrous headways of invention, the state of the training procedure is a considerable issue of concern.

Access regularly thought to be probably the best hindrance to the utilization of computerized advances in language instructing and learning; a term frequently connected with this inconsistent access to innovation is 'computerized partition.' This term is most regularly comprehended to allude to a geological division between 'the wealthy' and 'the less wealthy's – that is, between those that approach computerized advances (typically expected to live in created nations), and those that do not route work out advances (generally accepted to live in bringing sovereignty).

Despite the fact that entrance to advanced advances and foundation connected to financial issues, for example, buying power, this is not the main factor. Expanded access to cell phones in low asset settings has empowered beforehand underserved populaces to get to modest or unreservedly accessible computerized English language learning materials. For instance, the English in real-life venture in Bangladesh, bolstered by a scope of national and worldwide partners, meant to give English language materials conveyed through print, radio, TV and cell phones to 25 million individuals by 2017. The Learn English SMS venture, supported by the English Gathering working with neighborhood versatile system administrators, conveyed jargon, syntax and study tips to English language students through reasonable SMS messages in Sudan and Libya (see Pegrum, 2014, for a depiction of these and other cell phone-based tasks). By 2016, Duolingo, a well-known indispensable versatile based language-learning application, had 122 million clients in 194 distinct nations global landmasses, examining a scope of dialects, with English and French the most famous decisions (see <http://making.duolingo.com/whichcountries-study-which-dialects-and-what-can-we-gain-from-it>). Obviously, language learning through versatile applications is today a practical alternative for some students all around.

Undoubtedly, the computerized isolate has a lot to do with financial status. It incorporates a level of training what's more, how computerized media utilized in the home. It has to do with buying force and access to equipment (Warschauer and Matuchniak, 2010). Maybe obviously, for each situation, the previous gathering had less access to the web and informal organizations. Studies completed in the USA have discovered comparative patterns (for example Parker, 2008; Rideout et al., 2010).

Synthesis

The literature and studies have in many different perspectives. It guided the direction of this research. The readings discussing the Language Education directions showed the way towards the urgent call of conducting thorough study in response to the agenda of Education 4.0. The ideas shared in the different articles and researches strongly supports the aims of engaging into preparing language-learning models that will be relevant to the digital age learning continuum. New idea is the challenge to effect success in language learning continuum that dominates the insights taken from the readings. After the facts and concepts digested from the performance, the researcher found the relevance and significance of testing theories that associate to the learning guide to indorse.

The researcher learned that all learning models must anchor on a theory. Theories of language learning are generally psychological since most learning outcomes are behavioral. It is also from the readings that the researcher reviewed the past knowledge on stages of literacy and the influences that would affect behavioral change or views of an individual towards the world. There are truths of cultural matters in education and acquiring a language as discussed in the literature and studies.

3. RESEARCH METHODOLOGY

This chapter lays down the process of the study. It describes the design, location, respondents, an instrument used, the data gathering procedure, and the statistical treatment of the data. The presentation here serves as the mover of the starting line to the finish.

Research Design

The research is a grounded theory design. The grounded theory here refers to the conduct of qualitative research that aimed toward theory generation, which in turn became the basis for a new language-learning model. The term *grounded theory* meant the methods of inquiry for collecting and, in particular, analyzing data. The methodological strategies of grounded theory aimed to construct inferential proposition directly from data analysis that I applied to the behavior shown by the learners during the pre-post and real-time classroom activities. The resulting analyses built the deepening and strengthening foundations of Krashen's, and Bandura has tested theories. The term grounded theory denotes dual referents: (a) a method consisting of flexible methodological strategies and (b) the products of this type of inquiry. These analyses of the data provided focused, abstract, conceptual theories that explain the studied language learning phenomena that led to the development of the Language Learning Model.

Research Locale

Cagwait is a municipality of Surigao del Sur, which has a geographical location along the coastline of the province. The study was conducted in a secondary school of Cagwait municipality, Jose Sanvictores Sr. National School, where a class in Junior High School, particularly Grade 9, was conducted. It is a school along the highway of Cagwait Municipality. The populace of Cagwait is a mixture of clans from Municipalities of Tago, Bayabas and Marihatag, all with dominant fishers, farmers and some business entrepreneurs who capitalize on the active beach resorts in Cagwait and Marihatag. Many of the Cagwait populace are former employees of the then Aras-asan Timber Company (ARTIMCO) that was closed from operation 20 years ago. This locality is often visited by tourists, of which some are foreigners who speak English mostly.

Research Participants

Grade 9 students subjected to the conduct of this research. They were about ages between 14-16 years old and are active in different media, gadgets, mobile phones, and other electronic devices in their day-to-day communication and studies. Both males and females use said media and electronic devices in some of their daily communication and studies. Their mother tongue is the mixed Surigao del Sur languages.

Research Instrument

Classroom activities conducted casually with themes intended for observation. The themes grouped according to the hypotheses in Krashen's SLA and Bandura's Social Learning theory. Questions posed in this research anchored on all the lessons that delivered taken from Grade 9 *a Journey through Anglo-American Literature (Learner's Material for English)*. This instructional material collaboratively developed and reviewed by educators from public and private schools, colleges, and universities. Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Lessons have tasks to fit in observation themes that reciprocate the objective of the study:

Theme 1: Source of ability to speak English outside the mother tongue.

Task 1: Looking up (Students observed and asked) how do you respond to an emergency? Whom do you call for help? For each critical situation, indicate your life-saving solution. Cite your opinion on giving such a solution.

Theme 2: Grammar and Pronunciation rules consciousness

Task 2: A. Work in groups with five members. Recall and choose a movie that you have seen in a theater or on television and take turns in narrating the stories. Use your knowledge of the participial phrases. The focus of hating you is on your use of the participial phrases. You have 15 minutes to prepare.

B. Work in pairs. Read the model dialogues. Remember to use appropriate intonation and pronunciation when you act out the dialogues.

Theme 3: Listening first before speaking; Reading first before writing

- A. From reading, the excerpted play of *Romeo and Juliet* say by yourself the lines that appeal to the senses.
- B. From listening to the movie *Romeo and Juliet*, say by yourself the lines that appeal to the senses.
- C. From the movie, *Romeo and Juliet* Identify literary devices from the text and use them in writing a story.
- D. From the text story, *Romeo and Juliet* Identify literary devices from the text and use them in writing a story.

Theme 4: Extent of oral reproduction after listening

The extent of writing output after reading

Task 4: A. Students made to watch the movie and read the text of the story “Romeo and Juliet” From these two activities, task: Group yourselves into three-act out the first part of the play *Romeo and Juliet*. You could reduce the actors in Shakespeare Company, if you do not have the right number of people, or find a way. For example, one person may take on several small roles, or a puppet or inanimate object may become a character. You are given time to work on a rough script (15 minutes) and then to practice (15 minutes). You must write out the dialogue (in modern English). Refer to your text.

B. Students made to listen to the song Spicks and Specks by Bee Gees while the lyrics shown to them. They made to sing it after and pick out words with contrast sounds. They made to write their reflections on the song they just read.

Theme 5: Emotional blocks affecting language learning

Task 5: Students asked of these:

- A. Have you ever experienced bullying in school, at home, or in your community? Share your stories.
- B. Reflect on the Quote and share their reflection about their learning to speak English. “Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible.” - Maya Angelou

Theme 6: All learning is primarily social

Task 6: A. Hashtags - Level of Utterance. Students made to recall on “Words found in newspapers and magazines, on billboards, and even on the Internet may influence or persuade them to take some kind of action. They share quotes, adages, and lines they got from well-known sources they idolize. They made to explain what the words they choose have influenced them and how they are going to use them.

B. Write about how your relationship with your elderly friend or relative changed over time.

Follow these steps:

1. Fold a clean sheet of paper into two columns. At the top of the first column, write “When I Was Younger...” and on the top of the second column, write, “When I Get Older...”
2. Think about what you thought, felt, or did with your elderly friend or relative when you were younger and now that you are older. Write these in both columns and compare how they have changed.

Data Gathering Procedure

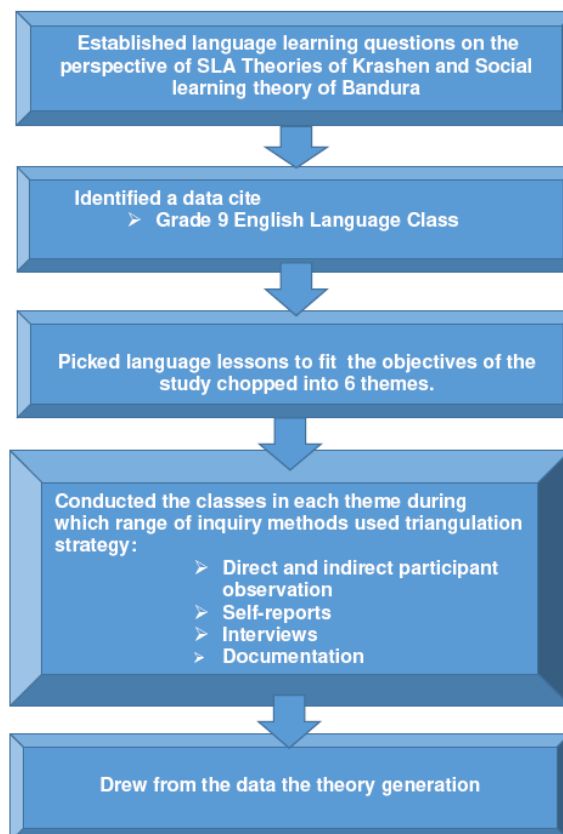


Fig. 3. Workflow of the Grounded Theory Data Gathering

The grounded theory used all the available qualitative resources. The researcher started with a conceived language-learning question based on the SLA Theories of Krashen and Social learning theory of Bandura. The problem revolved around the question of whether Krashen's SLA theories and that of Bandura's Social Learning theory were still sufficient and influential enough to support the basis for a language-learning model in the era of Education 4.0. It also sets the direction towards the formulation of a new theory grounded from the data gathered. From this initial opening, the study continually focused on an area of academic concern, which is a development of a new language-learning model.

The First stage was identifying a data cited. This was the language learners participated to become the source of data as answers to the question or conceived problem in language learning. Data had collected, and the collection of data began.

For ethical considerations, parents' consent sought together with the school administrations. The permission allowed except video recording of the actual classroom activities. Protection of the privacy of research participants ensured through coding them instead of naming them. An adequate level of confidentiality in the scrutiny of documents considered of which journals of self - reports immediately returned after checking and noting. Voluntary participation of participants considered important wherein they were not compelled to respond if they did not want to. Participants were freely involved in conducted activities given their own decision about whether or not to do so, without the exercise of any pressure or coercion.

The next stage dealt with planning data collection according to the objectives of the study chopped into themes. Language lessons conducted for data collection made fit to each outlined theme. This generally began as the planned conduct of classes started under each of the six themes. Themes 1-5 based on Language learning/Acquisition hypothesis; Monitor hypothesis; Natural Order hypothesis, Input hypothesis and Affective Filter hypothesis.

The core part of gathering data was when the real-time conduct of the classes in each theme. I used a range of methods for collecting data in the study, a strategy called triangulation. This means that different methods combined to study the same unit. The reason behind this strategy is that the flaws of one method were often strengths of another. Moreover, by combining methods, observing had achieved the best of each, while overcoming their unique deficiencies. The following methods were:

Direct-observation and indirect participant-observation. I observed the participants on several thematic class sessions be able to judge their behavior in learning English. In situations named above, I also sometimes acted as a participant. For instance, repairing communication breakdowns when asked to or stimulating the situations so that the participant had to respond to it, which enlarged the bank of data.

I recorded the observations through the audio tape and by taking detailed notes immediately afterward; it was not possible to take notes during the advertence because that would be disruptive to the situations observed and would impede their naturalness.

Using both direct observations and indirect participant-observation techniques needed some augmentation of self-reports to saturate real phenomenon in learning English 9. These provided a detailed and comprehensive description of the subject's behavior. They were especially useful as the scope of the researcher's perspectives was not restricted: I looked for patterns in naturally occurring data.

Self-reports. Self-reports were extracted from their journals as they reported reflections, reactions, and insights about their experiences in the lesson. They were especially important for revealing information about the experience with English, to which I did not have any other access. I also asked the participants regularly for self-evaluation of the progress he/she made in English or how successfully he/she felt he/she had handled a specific situation requiring him/her to use English.

Interviews. Interviews were one of the most important sources of this study as a source of information. Unlike in surveys, the interviews were guided conversations rather than structured queries. For me, it meant both following my line of inquiry and asking the actual questions in an unbiased manner, not forcing the participant to adopt a particular position and maintain a friendly and non-threatening environment.

I used mainly open-ended questions rather than those requiring straightforward yes/no answers. The interviews had a conversational format, and the questions asked aimed at both objective facts and the participants' opinions. Primarily, interviews were done to elicit participants' views and reactions to the situations where they had to use English. This offered subjective insights into their perceptions.

The interviews recorded without prompting the participants. It was so that the researcher could go back to a particular piece of information that came up in an interview. Also which later had discovered to be relevant to the research topic.

Documentation. During and after a class, I collected journals and notebooks (by this, I mean any written material accessible for re-examination such as compositions and written outputs since the class scope is reading writing) from which I drew some of the data. The most important use of documents was 'to corroborate and augment evidence from other sources' although it must be noted that the documents may not always be accurate or unbiased.

Documents gathered and analyzed during of this study were diverse. I worked with the transcripts of the various recordings made during interviews and observation notes that took throughout the whole period.

Further, I asked the participants to keep a list of books that he had read and films he had watched so that I could go through the books and watch the films to get an idea of what kind of input he exposed. For the same purpose, I also kept radio programs of the stations he had listened to. All this information was contained in a simple diary the participants were instructed to keep, in which they noted down times and number of hours of their various English input sources during a day (e.g., name of a radio station and the number of hours he listened to it).

I also examined other examples of the language they had to engage with activities in various documents, such as filling up forms or Home school forms. The participants' self-report notes used mainly as their retrospective account of what kind of experience they had with English before the beginning of this study.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the details of the data gathered from the language learning/acquisition behavior shown by the subjects. This qualitative analysis drew from the transcripts I did during direct and indirect observation and interview together with document reading of subjects' self-reports.

I studied students through direct observation, in a face-to-face interview and self-reports to get their insights towards the classroom activities. The confidentiality of the responders' identity, I just refer them as R1, R2, and R3, and so on.

The language learning based on the perspective of Stephen Krashen's SLA theory shows the different hypotheses and themes as essential parts of the study. These are Theme 1. Source of ability to speak English outside mother tongue; theme 2. Grammar and pronunciation rules consciousness; theme 3. Listening first before speaking, reading first before writing; Theme 4. Extent of oral reproduction after listening, extent of writing output after reading; and theme 5. Emotional blocks affecting language learning.

Theme 1: Source of ability to speak English outside the mother tongue.

Students disclosed candidly during informal discussions queued about how they got the expressions they used when they made to perform instant dialogue in the role-play. R11 said she just heard it from a movie she watched. Many also disclosed that their way of imitating English speaking and writing is from social media videos, Facebook, Chats with English speaking chat groups, and chat mates. It was very notable that no one mentioned emails or books they read as their source or channels of communication. R5, R2, R20, R44, and other group responses revealed that they usually do not use text messaging anymore. They used Messenger Apps for their communication with friends and other contacts.

When asked about their mother tongue, almost all of them were Surigaonon-Bisaya speakers. R10 and R20 revealed that their first language is Tagalog. None among them was English Mother Tongue speakers. When asked if they spoke English at home, only R12, R16, R40, R15, and R33 revealed that they spoke English at home sometimes, especially when doing performance tasks. When I asked a sample sentence, they usually said in English at home; they mentioned these:

“Time to wake up na”

“Hoy, hurry you are late.”

“Wash your hands, dirty very dirty”

They heard these English expressions from their siblings of the mother's instructions. They are also notably fragmented English. It is, however, observable that they speak straight English when required so by the teacher in particular classroom activities. During these instances, they use what they got from chatting, social media, print and broadcast media, movies, and songs (Lai, Chun, 2015).

How far English instruction is learned and the source of learning

Analyzing from their written self-reports in their journals, it observed that they spoke English a lot, but their grammaticality had many flaws. Upon returning their journals to them, that was the time they recognized the grammatical errors they made. When the researcher indirectly interviewed at least 15 students who had the most grammatical error in the journal self-reports with the same questions to each of them, “*Weren’t you aware of the grammar rules that you violate in the sentences you wrote?*” R 13, R21, R39, R37, R19, and R44 said they were not aware since they had no good scores once grammar was the lesson. When asked why that was so, they reason out that they found grammar lessons difficult, or they found it boring, intimidating, and uninteresting. R12, R25, R48, R1, R17, R50, and R51 revealed they were not quite sure of their grammar, but they just used it because they heard it from English speaking foreigners through social media.

Students also expressed avoidance of discussing grammar because, according to them, they were confused about nouns, tenses of the verb, uses of adjectives, and all those conjunctions. R33 and R28 said they knew that they had grammatical errors, but they were confused and that maybe if it were oral reproduction, they would not speak anymore because they knew it was wrong in grammar.

From revelations given above with sample experiences, these were the specific points deduced: *1. Language learners can speak English by experiential conditions; 1.1.2 Language learners forced to speak straight English when compelled. 2. Language learners use the language first by imitating. 3. Language learners are not inclined to talk about the language but are inclined to just use the before learning the structures of it. 4. Language learners outsource their language imitation from social media, other multi-media platforms, and real-life situations.*

At these implications, the hypothesis of language learning and language acquisition underscores the order of occurrence and boundaries. If language learning pointed to talking about the language, then it describes the structures and the grammar that build the language in proper order. Where language learning relates to grammar rules, language structures that the students hate, and that made them uninterested in the learning process is a specific issue that inverted language learning as secondary to language acquisition. In this study, learners acquire language from social media, print media, especially those with visual attractions and leisurely audible reproduction. They acquired it first before they formally talk about its structure, grammaticality, and other rules of language use. In short, they acquire first before they learn the language.

Students in this study signal a recrafting boundary of learning and acquisition and theorizing informal learning. As also referred to the study of Christine Greenhow & Cathy Lewin (2016) that social constructivist and connectivist ideas suggest that students may practice learning with formal, informal, and non-formal attributes across varied contexts and exercise own preference over “how they learn, when they learn and with whom they learn”. In this study, this is how they prefer acquisition first before learning.

If we go back to the founding theory of this study, we may refer back to the theory that “Acquisition occurs as a result of participating in natural communication where the focus is on meaning (Ellis 1985)”. Krashen describes learning as ‘conscious knowledge; and 'knowing about' language. Learning results of a conscious study of the formal properties of the language.

It is by this, that hypothesis tested in this study saying “Learning about the language has no impact on their language acquisition” is accepted. If learning about the language has no impact on learners’ language acquisition, it articulates further, in this study “Language learning, and language acquisition can come separately and independently”. It is expressly “undertheorizing” if we say only, “Learning about the language has no influence on language acquisition” because it found in this study that students acquire the English language even if they do not perform well in learning about the language.

Theme 2: Grammar and Pronunciation rules consciousness

Students were not very much productive when they made to construct sentences with pre-conditioned grammar rules. Although few had correctly followed grammar rules in sentence construction, many were hesitant to orally say the sentence because they were afraid it might be in wrong grammar. For example, when R16, R7, R15, R20, R22, R30, and R41 requested to write it first before they said the sentence. They give time to make sure they followed grammar rules. Class reproduction of the language delayed due to the students’ consciousness of their grammaticality.

In a group activity, they had to finish a task where they orally presented it. Given the rule that they must be in correct grammar, it observed that it took them three to five times to repeat a sentence before they moved on.

Such a phenomenon implies a delay of communication goals caused by the consciousness of the language grammar or construct.

On close observation during oral classroom activities such as reporting, dialogue line throwing, and oral tests, at least half of the participating students were very conscious of the pronunciation. They were hesitant to say something, especially if other classmates interrupted to check on their pronunciation. I noticed R15, R7, R19, and R20 had repeated reproduction of words just to seek and felt the approval of the teacher and the classmates. When they asked why they did not just go on without second utterances or second thoughts of the words they said, it was a shame for them to be wrong, for they might become a laughing stock. At some point in between discussions, there were students like R12, R18, and R35 they asked which was the correct pronunciation of the word “poem”, “center”, and “silhouette” because they heard the various pronunciation of it from the video clips and movies they watched online. I advised them that to be sure of the pronunciation of a word, it was important to see the dictionary for the IPA guide of pronunciation. R44 suggested that it could hear from google.

There was an implication that the language learners strive to be fluent in using the English language by being watchful of their grammar and pronunciation. I see in them their effort to become fluent to get approval from classmates and the teacher. It is, however notable that because they watched or say, “Monitored”, they spoke or wrote with a delay, uneasiness and hesitation. In this scenario, we refer back to the definition of the term fluency as “One’s ability to speak or write smoothly, easily, or readily in the target language.” With this definition, the experiences and observed behavior of the students in the study is proof of no fluency.

Since these students delay to reproduce, the language and that speaking do not display a continuous flow caused by monitored, then the null hypothesis of this study rejected. Saying that “*Consciousness of accuracy does not affect language fluency*” is not true. The consciousness of accuracy affected so much the students’ fluidity of language reproduction. Because they are conscious, they tend to delay in speaking and writing. This recurs the argument that formal learning about the language interrupts the smooth flow of language reproduction, thereby barring fluency.

Theme 3: Listening first before speaking; Reading first before writing

It was evident in their performance that they could say words or sentences better if they heard it first from the movie they watched. While they were required to perform or reproduce orally what they just read from the text, it was no better than when they heard it first. When they told to write what they heard from the movie, it was no better than when they wrote after they were able to read it from the text.

These were evident from the responses during the interview of at least six of the participants when they said that they could easily memorize and said orally words or sentences that they heard many times. Some ten participants also revealed in their journals that it was hard for them to recall and write words and sentences that they had not read, even if they had heard it already.

Such revelation only implies that the natural order in language learning/acquisition is that learners must hear the spoken language first, and written language must have read first. This is an affirmation of Krashen’s claim that language learning and acquisition follows a similar natural order.

Some participants wrote on their notes that they loved more to listen when it was in the movie, TV, and radio. Some six participants revealed in the informal discussion that they would rather read materials that aided with pictures or graphics than pure texts. They also said it was nice to read colored texts, especially if it was in power point presentation. They felt like sleeping when they made to read voluminous texts and just all texts with no pictures or illustrations.

Theme 4: Extent of oral reproduction after listening; Extent of writing output after reading

R5 mentioned in her self-report that she found it necessary to look for word meaning in the lyric, because she wanted to feel it and sing it.

“I am forced to know vocabularies in a dictionary in understanding lyrics of songs and sing them with a correct interpretation. Music in English makes me read the lyrics and understand meaning every word. Singing songs was a relaxing and motivation stimulating way of learning English. In class, the teacher makes us sing songs, and we are touched, and we sing, and we don’t forget it.”

It was very relaxing.

As I observed the students, I saw that they felt memorizing new words easier when they heard them many times. Meanings gave more interpretation through singing English songs. They usually did not forget the meaning of

lines because they understood the stories in the song. I found them very enthusiastic when they used songs this way for memorizing vocabulary. They even requested for more songs in English class (Kusnierekk, Anna, 2016)

Aside from word meanings and nuances, it found that according to what R17, R11, and R26 revealed, their real pronunciation of the word imitated from how the English singers enunciated it.

Discussing with group representatives R15, R31, and R27, I asked them what they understood on the pronunciation distinction of “Spicks and Specks”, and these were their answers:

R15: *“The spelling show, that their sounds are [I] and [ε]”*

R31: *“Their meanings are different”*

R27: *“We need to emphasize the difference”*

The face-to-face interviews also made the students consider that when songs or video clips viewed and heard, they accurately and honestly expressed their ideas and thoughts. Generally, the interviewed students replied that they hoped they could always use these types of pedagogies to learn.

Notable among the students’ Reading resources as input in writing are not necessarily textbooks. R2 mentioned he preferred not to use textbooks. This is just one evidence of the learners’ appetite for video viewing (Vondrick, Carl, et al. 2016).

” Learning in stories like Romeo and Juliet and others are good if it is videos. If Ma’am makes us see movies of stories it is always better than we read it in textbooks”

As I mentioned learning the vocabulary in the stories, R3 responded.

“I can answer the vocabulary check if there are pictures. If the test is all written or letters, sometimes it is difficult. It is also boring in reading straight and no pictures. If the cellphone is allowed, I get it to google. However, many times teachers are strict about cell phones. I cannot use it. Apps are important if I can use the cellphone many things I learn.”

R4 had recalled listening to instrumental music with a low volume when he was reading character sketch (*My Friend Liz*). Although they were answering reading questions, they did not feel nervous.

“Instrumental music erases my fear causing by examination and low grade. I mean music in slow inspired my mind when I was reading. It gives my mind clear, and my heart beating is relaxing. I forget thinking of it. I forget exam that is difficult for me am disturbed like low grades.”

It implied that the learners could give good and extensive outputs triggered by visually attractive and pleasant auditory input. They preferred to listen to music, see a movie, and read with visual attractions. This finding had affirmed the hypothesis “*Comprehensive Input does affect language output*”. There is a truth that comprehensive input affects language output; however, the theory is insufficient to describe the way towards making the input linked to students’ style of perceiving. It noted that in this study, students found to be inclined to auditory and visual input. Suppose we refer to the study of Şener, Sabriye, and Ayten Çokçalışkan (2018) on “An investigation between multiple intelligences and learning styles.” It pointed out having identified students’ learning styles and being aware of the ways with which they can be more successful in their language learning journey. It catered to their learning style as auditory and visual; it is of help for them to become more engaging as language learners. This can theorize, as “*Preferred learning style in the input is causative to learning output.*”

Theme 5: Emotional blocks affecting language learning

In the case associated with Affective Filter theories, I focused on emotional blocks. The students disclosed freely and frankly their feelings about the activities accomplished during the discussion. The results from the informal discussion type interviews at the end of this study showed that students hinted at some attitudes toward the pedagogies on themes under the affective filter. Descriptions for their feedbacks on the classroom engagement revealed below.

Some students have no confidence when they were alone to speak or to write their expression in the open. When they made to pass what they wrote, they did not want the teacher to see or read it outright. They passed outputs the last to hide their paper under the papers of other classmates. They manifested hesitations to perform when they were not sure they were correct. They pointed out some experiences where they became the center of laughing stock as they found to be wrong in their oral or written answer.

Most students were distracted by comments coming from classmates and the teacher. For them, they preferred simultaneously perform where all were busy and did not have time to comment on them while performing.

R1, for example, focused on “language lessons with games” and explained why she thought it to be an encouraging way of learning English.

“I have no shy feelings in class because the teacher let us have fun to learn English through games. We are interesting games”. When I am wrong, it is for all the members to laugh but know it is wrong.”

As I closely observed them in the class, detractors of their participation were their fear of being alone to own the mistake and criticized. Solo performance was for them a great difficulty in coping with being the focus of scrutiny (Dewaele, Jean-Marc, et al. 2018). They would always want to perform in groups or pairs. When students performed by groups or dyad, they were not afraid to commit errors, and they were even more aggressive in competing with other groups.

In light of the themes engaged in the Affective filter hypothesis, students observed to have experienced emotional blocks that hampered their language performance. This only meant that the proposition that “*Emotional variables do not block language learning performance*” rejected. Making an inference to the restated theory “Emotional variables affect language learning performance” is underscoring the preferred learning strategies mentioned by students like: they were relaxed and no emotional blocks with music, games, and performing with the group. It has reference to the Social learning theory discussed by Akers, Ronald L., and Wesley G. Jennings. “Social learning theory (2016) that youth adolescents especially have a feeling of security if they are in close ties with a group. Also they always maintain conformity with the culture and support of the group. As young individuals, too, they tend to prefer informality where supervision of adults or authorities is less. Talking about “less monitoring” would not mean any control. In this case, creating a learning model where the teacher may loosen a little bit of supervision and act as a facilitator may adhere to an informal learning situation. This is if the study referred. In this case, too, the Monitor Hypothesis and the Affective filter hypothesis collaboratively express what hinders language performance.

Theme 6: All learning is primarily social

Few found idolizing renowned speakers and authors found in books. Many picked their language models from the TV personalities, broadcasters, movie actors, singers, and social media trending personalities.

R14, R10, R21, and R40 wrote on their journal; they did not know very well authors who were quoting quotes because they seldom read them. They revealed that they did not see them interesting and worth imitating. It was sad to note that they really were not motivated to read books that were purely texts, much if there were no colorful illustrations.

Reflecting such findings with Bandura’s social learning theory, a grounded study as it proposed that learning could also occur simply by observing the actions of others. His theory added a social element, arguing that people could learn new information and behaviors by watching other people. He was known as observational learning, this type of learning used to explain a wide variety of actions, including those that often could not be accounted for by other learning theories.

Here, it is indicative of the learners’ disinterest of authors they cannot see in texts. They viewed some authors as absent and had nothing to model for them to observe and imitate. It only showed that learners were visual observers. They wanted actions, animated models, and physically visible to offer them observable language attitudes. These were reasons why they chose TV personalities, social media friends and encounters, movie icons to imitate, singers, and the like because they found life in them, live models of language use.

The Language Learning as Applied in Classroom Setting on the Perspective of the Grounded Theory

1. *Language learning and language acquisition can come separately and independently.*

Where language learning and language acquisition go together, they are also bound to experience in separate opportunities. Language learning may take the path of the *formal learning attributes* and language acquisition, *the informal learning attributes*. In times that they have the chance to go together, that is where distributive learning applies. (Victor, 2016). It is best to connect acquisition to learning as integrating informal and formal learning attributes.

2. *“The preferred learning style in the input is causative to positive learning output”*

The context of language learning input in the classroom setting is not from the teacher nor any external factor of the learner. It has to be what learners prefer to have in their learning environment. Learners’ style and strategies

of learning need to consider if positive language learning outputs is the aim. Students prefer to explore language in a group, not as an individual. The reason for this is to keep himself/herself from criticized alone. The group serves as the shock absorber. The learning input atmosphere in the classroom must eliminate emotional blocks. Designing language-learning activities is rather friendly, enjoyable, and offering happy experiences.

3. *Physically active learning models attract attention and stimulate imitation.*

Language learning in this classroom setting demanded animate and actively observable behavior as a language learning model. While written texts of language behavior were available in books and other reading materials, learners' attention were more inclined to imitating physically existent models. Social learning contexts needed to be alive and concrete. If all learnings were primarily social, it had to model socially by humans in actions. Learners can see, hear, and observe language models in pictures, videos, movies, audios or as much as possible live real-time humans interacting with the learner. It also had to be interactive.

Identified Gaps of Language Learning in the Classroom Setting

In most cases, language learning in the classroom tied and nailed down to the *formal classroom undertaking*. Teachers were in a dilemma between considering the coverage and the learners' pace. *Language textbooks loaded with numerous performance tasks* that both teachers and students can no longer carry the burdens. *Informal learning attributes* do not address the chances for language acquisition.

Aside from the overloaded textbook, *time constraints* add to the blocks of language learning. Language learners were caught between the "do and die" learning phenomenon. To pass the subject, students compelled to do. If students do not do, then they must expect to have a failing grade. *Language learners give the option to learn in their preferred style and strategies*. To say it short, language-learning input in the classroom is causative of quantity, rather than quality output.

When most of the time, it is what the textbook prescribes, students' interests provoked. Language learners carved for the social learning arena where they see, hear and observe language models. These language models are live and with physical existence. They cannot copy language behavior from texts in overload.

Language Learning Model: Grounded Theory Perspective

I arrived at three grounded theories that have adaptation of the Distributive Learning embedded in the Obsidian Learning Model (Victor, 2016). The first theory, "Language learning and language acquisition, can come separately and independently" indorses formal learning attributes, and informal learning attributes to be connected. It has to describe how language learners in formal language learning (i.e., classroom) settings can exploit insights gained from informal language learners to facilitate efficient second language (L2) learning. These insights may thus enable students to become more autonomous and self-directed. This model describes the theoretical and empirical justification for the integration of informal language learning into formal language learning contexts. This considers unique advantages regarding how learners can benefit from studying the experiences of informal learners. This will include social media learning attributes where some currently popular blogs, YouTube channels, and forums, as well as the unique types of advice that they can offer learners. The model is with an overview of specific practical classroom ideas for those considering integrating concepts from informal language learners into their classes.: Within these three generated theories are mentions of students pointing to separate attributes of learning being distributed and setting boundaries among Formal learning, Informal learning and, social media learning.

On the grounded theory, preferred learning styles in the input are causative to positive learning outputs. The model responds in it being the choice of the learners as offered. In as much as the learning model is distributive, it gives a balance of learning experience among second language learners. It gives way to multiple choices where students learn/acquire the second language in distributive array interplayed in three learning attributes:

SAC LaLeMo

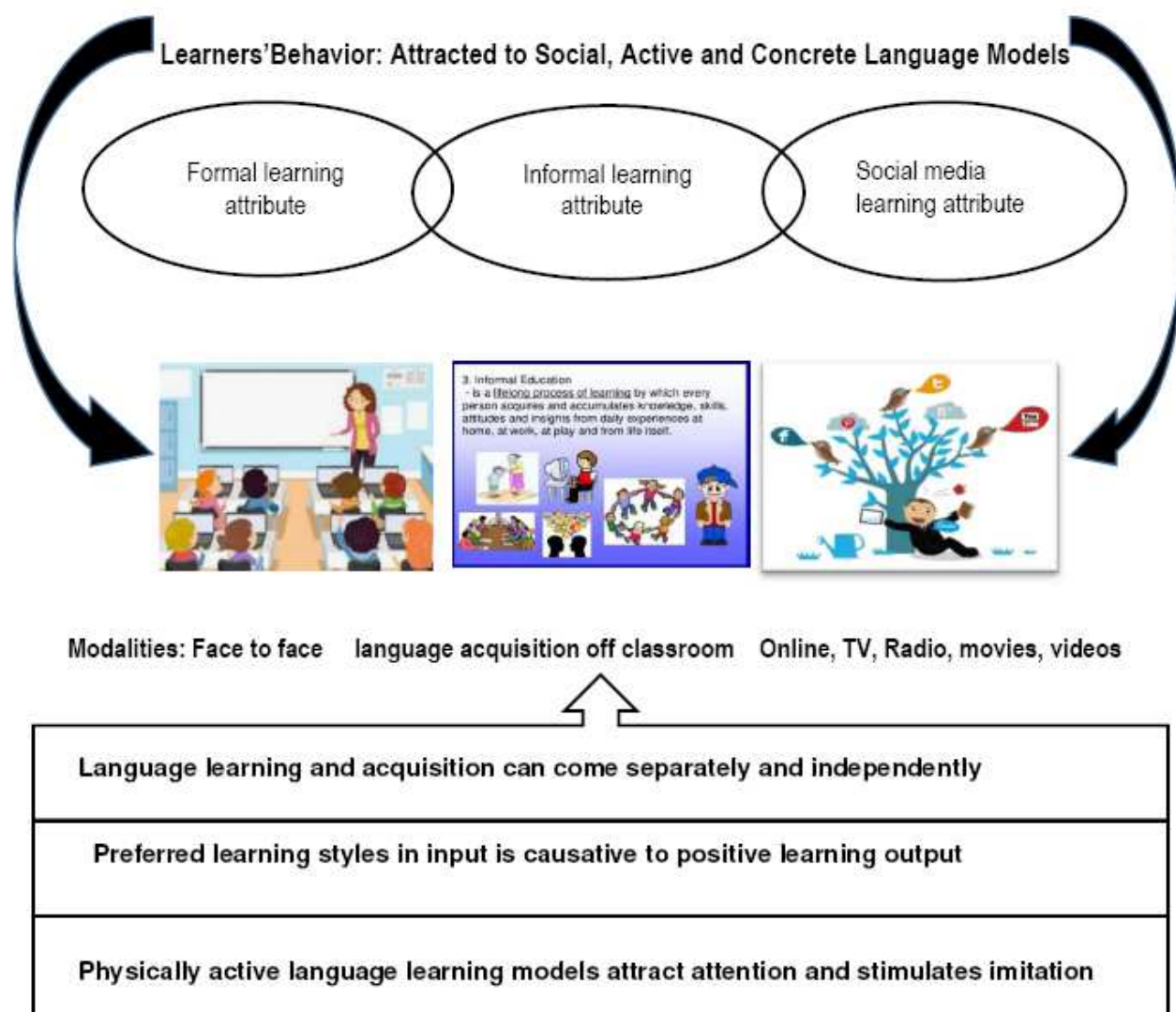


Fig. 4. Social, Active and Concrete Language Learning Model

Each learning attribute described in the model as follows:

Formal Learning Attributes

Its purpose is to offer learning with primary purpose or prescribed output. Predominantly it is text based; it has some multimedia context. It is externally determined curriculum standard. Audience for student work is closed and known only to limited social environment (teachers, parents, classmates). The learning process is Teacher-initiated, Teacher-led (didactic) and Teacher supported. Summative assessment and Formative assessment is must. Individual Accountability is expected. Teachers act as Authority, while students can provide input. Educational institution (e.g., school) is the location. Time-restricted Learning objectives imposed and there is Certification given. Curriculum is structured. Content is on Knowledge acquisition and is calibrated high status knowledge. It has Specified outcomes that are rigid.

Informal attributes

The purposes of learning is unintended outcome, casual learning, and self-determined in Community of interest. Audience for student work may be closed/known or open/unknown or variation. Process is Self-directed (negotiated), Peer/friend supported, Feedback bounded and Democratization of expertise varies. Location /context can be home, community, museum, after-school club (e.g. out of school) Open-ended and No learning objective is set. Content does not have certification. No curriculum is required. Everyday practice is preferable. Status of knowledge maybe irrelevant/unacknowledged immediately but has its used in unexpected circumstances. Specified outcomes are flexible or serendipitous.

Social media attributes

Purposes are for Communication, Creating, Sharing, Connecting, Playing, and Consuming and are self-determined. It is socially determined. Audience is user generated and content and may be closed/known

or open/unknown or variation Process of Learning is self-initiated, Peer- or other-influenced. Unintended network effects may occur. It needs network support. Community evaluation (rating, commentary, bookmarking) is expected through Expertise via participation. It is Multimodal (e.g. Images, videos, tags, ratings, hyperlinks) Location/ context is Online, ubiquitous (subject to internet access), Open-ended, Varied. There is individual recognition (e.g., badge) and Social recognition. Content can be user-generated, Re-mixed. Social construction and distribution. Knowledge is as collective agreement. Its outcomes may vary however, unintended network effects is expected.

The Social, Active and Concrete Language Learning Model just presented has enveloped in it all flexible learning modalities such as Face to face classroom, Off classroom language exposure, Online, TV, Radio, Movies and videos. The most important innovation it introduces is migration of language contents, references and activities that are responding to the language learners' behavior wherein they are mostly attracted to language models that are social, active and concrete. They need to be in the group. They want to move around. They want audio-visual or physical encounter with various English speakers to imitate on. They expressly dislike reading language materials that are purely text. Language learners do not pay attention to well written language icons. They rather believe those who appear in the television, those whose voice heard and those they encounter physically. Upon this novel behavior, the SAC Language Learning Model believes that learners need to experience what they prefer and where they are attracted in the L2 learning and acquisition. Everything in the learning model grounded on the three aforementioned generated theories on this study.

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The study was an investigation to understand language learning with a purpose to develop a learning model from a grounded theory perspective. It was aimed to describe the language learning based on the perspective of Krashen's SLA theories and Bandura's social learning theory; describe language learning as applied in a classroom setting in the perspective of grounded theory; identify the gaps of language learning in the classroom setting; and design a language learning model based on the findings of the study.

Summary of Findings

All of the five language learning hypotheses of Krashen affirmed true to the learning experience of the participants. The Social Learning Theory of

Albert Bandura proved true as to the participants' language learning phenomena. From the perspective of the grounded theory, language learning and acquisition described to have come separately and independently; preferred learning styles in the input are causative of positive learning output, and physically active language models stimulate attention and imitation. Identified gaps of the language learning in the classroom were heavily overloaded textbooks with numerous performance tasks, time constraints where learning disconnected an acquisition. There was no consideration of preferred learning styles in learning input. Physically inactive and abstract language models did not convince learners. The findings of the study gave a grounded theory that supports a **Social, Active, and Concrete Language Learning Model (SAC LaLeMo)**, where learning is distributive to the formal, informal and social media learning attributes.

Conclusions

SLA theories of Krashen and Albert Bandura's Social Learning theories are not enough to support a new design of the language learning model. Augmentation to their theories through three grounded theories drew out of the language learners' shown behavior. Language learning gaps revolved around the heavy formal learning attributes applied in the classroom setting. They were resulting in disconnection of learning and acquisition experiences, a non-consideration of preferred learning styles in the learning input, and absence of social, active, and concrete language models.

Recommendations

Based on the foregoing conclusions, this study recommends that:

Language learners need to be understood and unloaded of voluminous textbook contents, performance task, and connecting informal learning with formal learning. Any teacher or curriculum designer may need to consider preferred learning styles of language learners in input and incorporate it in the curriculum and learning tasks if successful outputs are aimed.

It is also recommended for future researchers to conduct a study validating and testing the theories generated in this study that may eventually pilot test the model designed.

Social media and active language models maybe made accessible to language learners being it an attractive and stimulant of language learners as model. Learning Model designed as output of this study the Social, Active, and Concrete Language Learning Model (SAC LaLeMo) be considered for validation by other researchers.

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