

On the Outside Looking In: Profiling the Acquisition of English Language Skills of Select ESGP-PA Scholars of MSU-IIT

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The interplay of parental involvement, learning environment, learner's autonomy and teaching approach in which a learner is nurtured is closely associated with the development of a learner's language skills. This is anchored on the social-cognitive theory. This qualitative study aimed at describing the problems in the acquisition of language skills of select ESGP-PA scholars of MSU-IIT. It generated responses through key informant interviews (KIIs) and focused group discussions (FGDs) To unravel the reasons of these problems, the following areas were considered: the scholars' learning environment, problems encountered as perceived by the scholars, reasons of the low performance as perceived by their English 1 professors, the initiatives done by the scholars, the measures employed by the parents and the recommendations of the professors, parents and scholars to address such problems. The findings of the study would be used as bases in crafting appropriate learning materials to suit the needs of the said scholars.

Keywords: *learner's autonomy, learning environment, parental involvement, social-cognitive theory, teaching approach*