PERFORMANCE AND STYLES IN ENGLISH LANGUAGE LEARNING

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A Thesis

Presented to

The Faculty of the College of Graduate Studies

Samar State University

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In Partial Fulfillment

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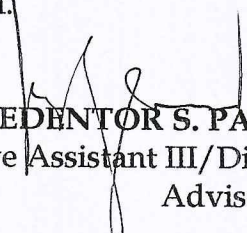
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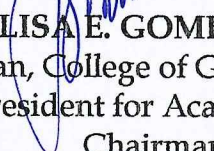
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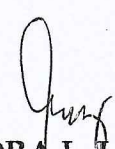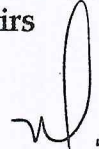**MECHILLE QUEBEC-PEDRERA**

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APPROVAL SHEET

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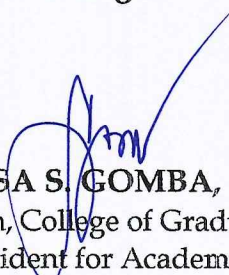Vice President for Academic Affairs

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DEDICATION

I dedicate this work to my family for their continued support and encouragement, to my sister, **Edelyn** for knowing what to say when I thought I could not do it anymore. To my bothers, **Edwin, Petpet, Marlon and Bonbon** for standing by with me with my decisions and for being the fathers to my son, to my wonderful **parents**, for always believing in me and pushing me to continue my dreams and to my son, **Baby Oda**, for alleviating my fears, I was truly blessed by God with the best family on earth!

- *Ruby* -

ABSTRACT

This study identified the learning styles in English language learning of Grade-8 students of Wright II District in the school year 2017-2018. Descriptive data were collected to determine the learning styles of grade 8 students and correlation analysis was used to assess the relationship between the learning styles of the respondents and their profile. Individual learning style had a significantS relationship with the respondents' profile in terms of their father's highest educational attainment with the p-value of 0.011, lesser than the level of significance at 0.05. These results led to the rejection of the null hypothesis that there is no significant relationship between the learning styles in English language learning and the student-respondents' profile. The rest of the learning styles like auditory, kinesthetic and visual showed no significant relationship with the student-respondents' profile. Grade-8 students from above average, average and poor group proved to be different in styles in English language learning, this led to the conceptualization of the proposed learning styles and strategies and the teaching methods appropriate to the kind of learners. It can be concluded that in designing methods into language teaching, this should be at the level of learning of the students. It is important that the teacher is aware as to who are going to receive the instruction in order to design the appropriate methods and to choose the kind of materials that are needed in the instruction for an efficient and effective teaching and learning to happen. For the recommendation, parents should be made aware about the different kinds of learning styles to help their child learn best.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

English is one of the most widely spoken languages. It is used in many parts of the world and is often the language that is common to people who have a first language other than English. In the Philippines, English plays a great part in the lives of the Filipinos. It has become part of their lifestyle, it is the medium of instruction in education and most of the operations in the offices, workplaces, and even the mode of communication is set in English.In other words, English then becomes the intermediate language of reference and a necessary element of communication. In fact, English as a part of the Filipino life style and it describes their way of life, and these are the reasons why every Filipino needs to study English and must realize how important is the need to be equipped with the language.

English proficiency is perceived as one of the Philippines' key advantages in the global market as it tries to compete with India in the multi-billion-dollar business process outsourcing industry. In fact, according to the Board of Investments. "Our people are highly educated. The literacy rate is 94 percent and 70 percent of the population are fluent in English, making us one of the largest English-speaking countries in the world (Hernandez, 2015). However, there are growing evidences that point to the country's deteriorating English proficiency.

According to results of a two-year study conducted by Hopkins International Partners, Filipino university graduates average 630 on English proficiency based on the Test of English for International Communication (TOEIC), the resolution stated that business process outsourcing (BPO) agents were expected to have a score of 850 in the TOIEC.

Moreover, the resolution noted that the average was lower than the competency requirement for taxi drivers in Dubai, United Arab Emirates.

Filipino graduates also averaged a Common European Framework of Reference of Language (CEFR) grade of B1, lower than the CEFR B2 proficiency target set for high school graduates in Thailand and Vietnam.

The same report indicated that the Filipino university graduates' median score was comparable to the proficiency of 5th and 6th grade students in native English speaking countries such as the US and the United Kingdom, as cited by (Leonen, 2018).

This data showed evidence that English proficiency is truly deteriorating. But what about high school performance of today? This is an even more important question to think about.

Recently, the Department of Education has conducted the National Achievement Test (NAT) in the 69 secondary schools in Samar Division. Latest result as of 2015, showed the overall mean of 35.14, and mean percentage score of 58.90 with the standard deviation of 4.86 percent in English. This means that the

75 percent passing score in NAT seemed to be elusive for English language learners.

The need to examine whether we are improving or deteriorating is important specially around high school learners in order to help them survive the demand of the society, and to prepare them after high school and college education, to meet the increasing demand of English proficiency skills in the work force that they want to embark on.

From the identified problem which is the declining performance in English language learning, the identification of the different learning styles of the students, and addressing these differences in designing the lesson could be one of the solutions.

In language learning, Oxford (2003), defined learning style as the general approaches like visual or auditory which are applicable in English language learning but also in other learning areas. In addition, perceptual learning style emerges as a neglected, yet significant factor in second language teaching (Reid, 1987). Researches have proven that when teaching styles are matched with the learning styles it promotes learning.

However there are arguments presented that every teacher is aware that every learners has different learning styles. But, in their awareness, there is seldom an atmosphere of individualization which would allow each student to learn in his or her own individual way. There are individual differences in

learning that has been recognized in theory as often as it has been denied in practice.

Locally, there are studies showing strong justification that learning styles really vary, and no local researchers were found to have conducted an inventory of learning style in English language learning among junior high school students which prompted the researcher to conduct this research. Among of these are: the study of Cabaguing (2016) found high performing social science students visual, auditory and kinesthetic learners, while average and low performing students are only auditory. In addition the study of Palencia (2009) revealed that most of the nursing students were visual and finally, the study of Zartiga (2006) revealed that most of the grade six respondents were visual in their sensory preferences. These studies provide strong justification, that learning styles really varies, most specially that no local studies conducted among junior high school students and the need for further investigation is needed.

More so, in identifying the learning styles, the teacher should accommodate teaching to learning styles to improve students' overall learning results, to increase both motivation and efficiency and to enable a positive attitude towards English language learning. The purpose of identifying learning styles is to find the best ways for both students to learn effectively and teachers to teach efficiently which will bring out to an improved English language learning.

Therefore, everyone needs to be good in English, because it is already part of the Filipino lives, and it is their way of life. Solutions to declining English proficiency needs to be addressed by way of identifying the different learning styles that exist among the English language learners, and be able to address this differences by designing lessons appropriate to their styles, for an improved English language learning.

Statement of the Problem

This study identified the learning styles in English language learning of Grade-8 students of Wright II District in the school year 2017-2018.

Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following:

    1.1. Age;

    1.2. sex;

    1.3. Parent's Highest Educational Attainment;

    1.4. Parent's Occupation;

    1.5. Monthly Family Income;

    1.6. English 8 grade for the first quarter; and

    1.7. Elementary Graduated from; and

    1.8. First language of the respondents?

2.   What is the learning style preference of the student-respondents as perceived by the teacher?

3.   Is there a significant relationships between the learning styles in English language learning and the student-respondents profile in terms of:

     3.1.   age,

     3.2.   sex;

     3.3.   parent's highest educational attainment;

     3.4.   parent's occupation;

     3.5.   monthly family income;

     3.6.   English grade for the second quarter

     3.7.   elementary graduated from; and

     3.8.   First language of the respondents.

4.   Are there significant differences among the learning styles of the students who belong to the above average, average and poor group?

5.   What learning strategies and learning styles can be drawn from the study?

Hypotheses

The following hypotheses were tested to shed light to the problems under consideration in this study:

1.   There is no significant relationship between the learning styles in language learning and the student-respondents profile.

2.   There are no significant differences among the learning styles of the students who belong from the above average, average, and poor group.

Theoretical Framework

This research found theoretical connection on Howard Gardner's Multiple Intelligences Theory. According to Gardner (1999), it is an important contribution to cognitive, science and constitutes a learner-based philosophy which is "an increasingly popular approach to characterizing the ways in which learners are unique and developing instruction to respond to this uniqueness" (Richards & Rodgers, 2001). Multiple Intelligences Theory (MIT) describes nine different intelligences. It has evolved in response to the need to reach a better understanding of how cognitive individual differences can be addressed and developed in the classroom. Gardner (1999) identified the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences.

More so, these different intelligences reflect a pluralistic panorama of learners' individual differences; they are understood as personal tools each individual possesses to make sense out of new information and to store it in such a way that it can be easily retrieved when needed for use. In their basic form, they are present to some extent in everyone, although a person will generally be more talented in some than in others. Each of these frames is autonomous,

changeable and trainable and they interact to facilitate the solution of daily problems (Gardner, 1999).

Furthermore, MIT framework became the basis of this study because the procedures, methods and purpose was anchored from this theory. The study started from identifying the individual differences in learning style, then ended on addressing these individual differences thereby improved English language learning. The anchorage of the study also adheres to the principles of Gardner's theory that in the second language classroom it is possible to motivate learners by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Providing a variety of language activities that stimulate the different tools or intelligences proposed by Gardner (1999) makes it possible to engage multiple memory pathways necessary to produce sustained deep learning (Schumann, 1997).

In consonance with the above theory, Stephen Krashen's theory on affective filter hypothesis, is one of five proposed hypotheses, basically, it is an explanation of how the affective factors relate to language learning, the affective filter, like a mental block, can control the access of comprehensible input to the Language Acquisition Device (Lightbown & Spada, 2006). The non-threatening atmosphere has to be felt the moment students walk into the class, it is explained from this theory that the filter gets lower as the class progresses which means low affective filter helps determine success in English language learning. As Psychologist, Helms(2001) found from the ESL students surveyed,

their ideal learning environment where it includes personalized acceptance and concern for each student. Therefore, the welcoming smile, the introduction, the allaying of fears, and appropriate activities will all help lower the filter and effect the smooth intake of new information. Which goes in parallel with the direction of this study, to identify the individual differences of the learning styles of the learners and be able to address this individuality in creating an atmosphere of learning, in which the students will feel comfortable during the learning encounter to have an improved English language learning.

Conceptual Framework

The conceptual schema of the study is presented in Figure 1.

The study started with the problem found on the declining performance of English language learning in Wright II District which concerned on Grade-8 students and the English language teachers. The next step identified the profile of the students –respondents along age, sex, parent's highest educational attainment, parent's occupation, monthly family income, English grade for the second quarter, elementary graduated from and their first language to provide a general picture on the respondents of the study. Next, the researcher identified the learning style preferences based on the Perceptual Learning Style Questionnaires (1987), and the teacher-made activities to see the relationship between the profile and the learning styles, and the differences of learning styles of the respondents from the three groups, the data were treated for comparison.

Profile of the Student-Respondents:
- Age and sex;
- Parent's highest educational attainment;
- Parent's occupation;
- Monthly family income;
- English grade;
- Elementary graduated from; and
- First language.

VISUAL LEARNING STYLE

AUDITORY LEARNING STYLE

KINESTHETIC LEARNING STYLE

TACTILE LEARNING STYLE

GROUP LEARNING STYLE

INDIVIDUAL LEARNING STYLE

Proposed Learning Strategies and Learning Styles in English Language Learning

Improved English Language Learning

Figure 1. The Conceptual Framework of the Study

To further explain the findings, qualitative method was conducted through a focus-group discussion among students and teacher participants. Feedback were considered like the responses from the respondents to come up with the result. Finally, the proposed learning styles, learning strategies and teaching methods were drawn from the responses and feedback of the study. These findings drawn hoped for an improved English language learning among grade 8 students, whether they came from above average, average and poor group of learners.

Significance of the Study

The study primarily identified the most appropriate learning styles in English language learning of grade 8 students of Casandig National High School in Wright II District. Hence, the findings of this study have beneficial effects to the following people.

School Administrators and Teachers. The school administrators are the people, who lead, teach, evaluate teacher's performance, and oversee the school as a whole and many others. It may become beneficial to them for developing, implementing programs, enhancing the teaching and learning process, strengthen linkages, and help out parents and communities to solve problems regarding students who are in school that will help improve the educational system for the purpose of improving the English language learning.

High School Students. This study will benefit other students who want to measure and identify their strengths and weaknesses in English language

learning. With these, they will learn more and faster about the lesson. In addition, because of this study, teachers will become aware of the students learning style, thereby improve the teaching and learning process, where in the primary recipients are the high school students.

Stakeholders in Education. This study specifically addresses the stakeholders in Education, like parents and people in the community. For parents, they will understand the styles used by their children to learn the language and that reinforcement and follow up at home will now be possible. For other people in the community like the Barangay officials this may serve as the bases for their ideas, perspectives, and opinions during community forums or school-board meetings, with the aim of improving the quality of education offered by the school and the stakeholders especially English language learning where students are the most benefited.

Future researchers.   This study is significant to the future researchers who will aim to study on learning styles and performance in English language learning.

Scope and Delimitation

This study focused on identification of learning styles of the students in English language learning of grade-8 students in Wright II District, within the school year 2017-2018, where an improved English language learning is expected. It sought to discover the relationship of learning styles and the

students-respondents' profile and their significant differences to student's learning styles who belong to above average, average and poor group.

Likewise, the study have chosen grade-8 as the respondents, because it is at this level where complete transition from elementary to secondary level happen. More so, it is in this level where the students are expected to have fully adjusted to the shift that happened from their elementary to secondary level of education in terms of their readiness to new environment and different instructions.

On the other hand, Wright II District was chosen as the scope of the study, but most particularly in Casandig National High School, where the respondents were taken. It was also because of the nature of the study, where one of the instrument utilized by the researcher needs discussion about "Getting Meaning of Words through Structural Analysis", before the teacher-made activities were administered.

Furthermore, the study on "Performance and Styles in English Language Learning", is limited only to the Grade 8 students in Wright II District, enrolled in the school year 2017-2018 while the teacher-made activities are applicable only for grade-8 students who are taking lessons on "Getting Meaning of Words through Structural Analysis".

This study used three instruments in collecting the needed data. These are the Questionnaire Checklist on Learning Styles (Reid, 1987), the Teacher-Made

Activities, and open-ended questions for focus group discussion administered to student and English teacher participants.

Definition of Terms

The following terms were given their conceptual as well as operational definitions to allow readers to understand the nature of this research.

Above average group of learners. Conceptually, the term refers to the learners who obtained grades 90-100, with Outstanding as the descriptor in all learning areas (DepEd Order no.08, series of 2015). Operationally, this term refers to the respondents who obtained grade 90 and above in English subject.

Average group of learners. Conceptually, the term refers to the learners who obtained grades of 80-84 described as satisfactory, and 85-89 described as very satisfactory in all learning areas (DepEd Order no.08, series of 2015). Operationally, this term refers to the respondents who obtained grade of 81-89 in English subject.

Poor group of learners. Conceptually, the term refers to the learners who obtained grades of 75-79 described as fairly satisfactory in all learning areas (DepEd Order no.08, series of 2015). Operationally, this term refers to the respondents who obtained grade of 80 and below in English subject.

Teacher's Perception. Conceptually, this term refers to recognition and impression on what they feel of something (http://www.tojet.net/articles).In

this study, this term refers to the teacher's recognition on what they feel the learning styles can do in the teaching and learning process.

First Language.   A language that learners already know, it can be considered as their native language or the language first learned by children and passed from one generation to the next (www.audioenglish.org).

English.   It is an Indo-European language belonging to the West Germanic branch which is considered as one of the subjects in the Philippine education curriculum (www.cogsci.princeton.edu).Operationally In this study, it is used in the same context.

Grade-8 Students.   In the Philippines, Grade 8 is the second year of Junior High School, where students are usually 13–14 years old (https://www.deped.gov.ph.)In this study, this term is used in the same context.

Grades.   This term refers to the given performance task, written works and quarterly assessment which are given specific percentage weights that vary according to the nature of learning area given every quarter period. In English performance task has 50 percentage weight, 30 percent in written works, and 20 percent in quarterly assessment (DepEd Order no.08, series of 2015). In this study, this term used in the same context.

Language. Conceptually, language is a system of communication that enables humans to exchange verbal or symbolic utterances (www.britannica.com.). In this study the term is used in the same context and

this language refers to the target language which is English which needs to be learned by the student-respondents.

Second language learning. This term refers to the process by which a person learns a "foreign" language—that is, a language other than his or her mother tongue (https://www.thoughtco.com.).Operationally, this definition is used in the same context, specifically, this second language to learn is English.

English-Language Learners. This term is often capitalized as English Language Learner or abbreviated to ELL, this term refers to person who are learningthe English language in addition to their native language(http://www.ncte.org.). In this study, this term is used in the same context.

Learning Style. As defined by Reid (1995) learning style is an individual's habitual, natural and desired way of receiving, processing, and keeping new data, in addition, Oxford (2003) defined learning style as the general approaches like visual or auditory which are applicable in language learning and other subjects. In this study this term was used in the same context.

Socio-economic Status. Conceptually, it is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation (www.apa.org.).In this study, this refers to the living conditions of the grade 8 students enrolled in the secondary schools of Wright II District for the school year 2017-2018.

Students' Profile. In this study it refers to the student -respondents' age, sex, parents' educational background, parents' occupation, socio -economic status, previous quarter grade in English, elementary school graduated from and their first language.

Visual Learning Style. This term refers to the learner's way of English language learning who learns best from seeing words in books, on the chalkboard, and in workbooks. Remembering and understanding information and instructions better when reading. Learning alone, with a book and taking notes of lectures and oral directions when remembering the information (Reid, 1995). In this study this term is used in the same context.

Auditory Learning Style. This term refers to the learner's way of English language learning who learns best from hearing words spoken and from oral explanations. Remembering information by reading aloud or moving lips when reading, especially when learning new material. Learners benefits from hearing audio tapes, lectures, and class discussion they also benefits from making tapes to listen, by teaching other students, and by conversing with the teacher (Reid, 1995). In this study, this term is used in the same context .

Kinesthetic Learning Style. This term refers to the learner's way of English language learning who learns best by experience, and by being involved physically in classroom experiences. Remembering information well when the learner is actively participating in activities, field trips, and role-playing in the classroom (Reid, 1995). In this study, this term is used in the same context.

Tactile Learning Style.   This term refers to the learner's way of English language learning who learns best when given the opportunity to do "hands-on" experiences with materials by working on experiments in a laboratory, handling and building models, touching and working with materials provide them with the most successful learning situation.   Writing notes or instructions can help them remember information, and physical involvement in class related activities may help them understand new information (Reid, 1995). In this study, this term is used in the same context.

Group Learning Style.   This term refers to the learner's way of English language learning who learns bestby studying with at least one other student, and more successful in completing work well when working with others.   The learner value group interaction and class work with other students, and remembers information better when working with two or three classmates.   The stimulation receives from group work help the learner learn and understand new information (Reid, 1995).In this study, this term is used in the same context.

Individual Learning Style.   This term refers to the learner's way of English language learning who learns best when working alone. The learner thinks better when studying alone, and remembering information when learning by himself. Understanding new material best when learning it alone, and making better progress in learning (Reid, 1995). In this study this term is used in the same context.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies taken from the published and unpublished materials conducted locally and in abroad that found significant bearing to the present study.

Related Literature

The foregoing are ideas from local and foreign authors of books, journals, magazines and other reference materials that deal with learning styles and performance in English.

Philippines is anywhere from the third to the sixth country in the world with the largest English-speaking population. Our talent pool can speak, read and write in this language even at a rudimentary level. The need of English skills in the society and in academe has grown increasingly, which requires to be equipped with it in order to survive the increasing demand of the society. In the Philippines, English became the medium of instruction in schools in almost all of the learning areas, the mode of communication used in offices and workplaces, and even then became the trend of the Filipino's way of life, which made this language important and necessary of today.

However, despite that the Department of Education itself recognizes that English proficiency is a competitive edge that previous generations of Filipinos

used to enjoy. Sadly, there is no denying that many of today's high school or even college graduates have difficulty in expressing their thoughts clearly and logically in English, in Filipino, or sometimes even in their mother tongue (Hernandez, 2015).

Aside from this fact, there are evidences which point to the declining performance of English in the country. First, the results of a two-year study conducted by Hopkins International Partners, stated that Filipino university graduates average 630 on English proficiency based on the Test of English for International Communication (TOEIC), it was noted that the average was lower than the competency requirement for taxi drivers in Dubai, and United Arab Emirates. Another result came from Common European Framework of Reference of Language (CEFR), Filipino graduates also got a grade of B1, lower than the CEFR B2 proficiency target set for high school graduates in Thailand and Vietnam. The same report indicated that the Filipino university graduates' median score was comparable to the proficiency of 5th and 6th grade students in native English speaking countries such as the US and the United Kingdom (Leonen, 2018). These evidences signify that the Philippines is already behind in performance of English proficiency as compared to other countries. It further implies, that the country is not anymore the third or even in the sixth place of the speaking English nations as a whole.

On the other hand, the need for rehabilitation is needed to prevent the problem, the continuous decline of English proficiency in the country, the

Filipinos need to step-up in their efforts to support the programs which aimed at improving English performance in language learning.

According to Senator Grace Poe, the academe should review the current curricula to improve teaching and learning of English. In addition, the senator encouraged the people to adapt global English standards to improve communication skills, with the appeal to the private sector, including non-government organizations to step up efforts to improve competitiveness among Filipinos (Leonen, 2018).

What can people do in the academe, to help prevent the continuous decline? Rehabilitation starts in the implementers of the curriculum, the teachers. They need to plan lessons effective for the learners, adjust teaching methods to match with the kind of students they have and encourage learners to be responsible in their learning by teaching them how-to-learn through discovering learning styles and strategies. All of these promotes English language learning that a teacher can do to help in the rehabilitation on the declining performance of English in the country. What is in learning style when it comes to language learning?

Several authors and researchers have discussed the value of students' understanding of their learning styles. Bell (2008) wrote, that students are able to study better and can improve their learning effectiveness if they know their learning styles. He stablished that when the students know their learning styles, they are better able to reach their academic potential. Students who know their

preferred methods of learning can better understand their strengths and weaknesses when approaching a course. Styles are acknowledged and accounted for.

For, Kolb and Kolb (2005) they asserted, that learning style describes the differences in the way learners prefer employing in the learning cycle.

In fact, according to Felder (1996), how much students learn in the class is determined partially by the students' ability and prior preparation, and mainly by their learning style and teachers' teaching style.

They believe that in selecting a particular way of learning, they are normally affected by features such as life experiences and demands of the present environment. Therefore, a teacher should determine his/her students' learning styles and provide teaching interventions that are attuned with the learners learning style in order to achieve a desired learning.

More so, as Reid (1987) emphasized it, learning is usually affected by learning styles and, if learners employ multiple learning styles, learning rate is higher.

Every learning style raises the success rate of each student especially when it matches with individual need. There are growing proofs in literature demonstrating that learning styles are one of the components of language learning procedures (Cohen, 2003; Ehrman & Leaver, 2003; Ehrman, Leaver & Oxford ,2003; Oxford, 1999; Oxford, Ehrman & Lavine, 1991).

According to Stebbine (1995), students who know their learning style preferences are able to build their self-confidence that can reinforce their willingness to be risk- takers.

Furthermore, the vital concept for each student to succeed in his/her study is learning style. Many previous studies have been confirmed that an influential learning is obtained through various learning styles and learners who have the ability to use those different learning styles, their learning outcome is high (Keefe, 1982; Felder, 1995; Reid, 1987, Reid, 1998).

Finally, for Nunan (1995) all styles were represented to varying degrees in both groups and, in fact, in all learners. We would be cautious, therefore, in arguing that any one style is superior. Rather, we feel, along with Christison (2003) and others, that pedagogy should be style-neutral, and that the focus should be on encouraging learners to 'stretch their styles'. We interpret this to mean that teachers should add a learning-how-to-learn dimension to their teaching that encourages learners to develop an extensive and varied repertoire of techniques and approaches to their learning. Learners should also be encouraged to develop a greater range of strategies and to activate their language outside of the classroom. They should, in short, be encouraged to think about the processes underlying their own learning, and to see that, ultimately, they are responsible for their own learning (Nunan, 1995).

To wrap up, the need to be competitive in English language skills and the fact that the Philippines is already behind when compared to other countries,

pointed out to the rehabilitation on English language learning among Filipino youth, and these starts from the basic education level. Identifying learning styles among students, enhanced the teaching and learning process, this is somewhat true from the literatures and studies presented, that really, in recognizing the different learning styles of the learners, there is a remarkable performance that happens in the process of English language learning. These steps when applied contribute to the prevention of the continuous decline of English proficiency in the Philippines.

Related Studies

The studies cited here as they find similarity with the present study since they investigated on learning styles in other fields.

There are studies conducted in a foreign context which bear anchorage to the present study on learning styles, the following are listed with their findings in the succeeding paragraphs.

In a study conducted by Ma Rong (2003) revealed that the perceptual learning style preferences perceived by the Chinese EFL learners are visual and kinesthetic learning as their major style, and perceived the rest auditory, tactile, and individual and group as their minor styles. They did not register any negligible styles, though some individual respondents reported negligible preferences, in this study it was revealed that based on educational level, the results revealed decreases in preferences for auditory, visual, tactile and

kinesthetic learning in the three successive educational levels. In individual learning, undergraduates preferred stronger preferences than did students in high schools and post graduate levels. In group learning, high school students reported the strongest preferences, whereas undergraduate reported the least preferences. More findings were revealed like, high school learners preferred auditory and visual learning styles significantly more than did undergraduates and postgraduates. English majors preferred kinaesthetic learning more significantly than did science majors. This study is related to the present study like the instrument used which is the Reid's model of learning style inventory, where perceptual modalities like visual, tactile, kinesthetic and auditory learning styles were used, and the other two social modalities, group and individual learning style. In addition, the study is related to the present because it talks about learning styles in language learning which is English although it differs with the respondents of the study because this study focused on Chinese English learners, while the present study focused on learners which are grade-8 students of the country.

Another study was conducted by Prabha (2015) study revealed that, majority of male students preferred multimodal instruction, specifically, two modes, whereas a majority of female students preferred two and single-mode instruction. Thus, male and female students have significantly different learning styles. Knowing the students preferred modes can help to avoid mismatches in the styles between instructors and learners, the interpretation

leads to assist students to build confidence and more effectively manage their own learning. This study is related to the present because of the methods used, like finding out the preferred learning style of the respondents based on their gender. However, it varies because, the respondents here are medical students in one of the medical schools abroad, while the present study focused in the junior high school English language learners conducted locally, although they differ in some aspects, both of the study have similar expected results, that is to assist and to help students manage more effectively their own learning, thereby improved their academic performance in a specific learning areas.

Also, in a study conducted by Mutiu (2008) it revealed that the learning process could be facilitated by professors' directly identifying students' learning styles, and the findings underline the importance of having a diversity of resources available for our students, and to be able to offer them a constructive solution regarding their learning styles. This study relates to the present study in terms of the methods used, it identifies the learning style preferences of the students and conducts exercises to find out, if the performance had increased when the exercises are aligned to the identified learning style. However, the exercises used to observe was an activity focused on form and grammar while the present study was anchored from the learning style model of Reid's 1987, in order to describe and explain the learning style preferences of the respondents. However, both studies aimed to provide diversity of resources for the students in order to maximize learning.

Further, in a study conducted by Shah K et. al. (2013), found out the following: First, there was no comparison between the learning style preference done as no learning style is superior. Second, learning in the preferred style only makes learning easier and enjoyable. This study is related to the present study in identifying the learning styles of the respondents, however it varies in terms of the instrument used, because it utilized the VARK questionnaire, while the present study used the Reid's learning style questionnaire.

In addition, a study conducted by Al-Azawei, et.al.(2016) revealed that, overall, learning style dimensions are uncorrelated with either academic performance or perceived satisfaction, except for the processing dimension (active/reflective) that has a significant effect on the latter. It was found out that gender is unassociated with any of the proposed model's constructs and there was no significant correlation between academic performance and perceived satisfaction. This study is related to the present study in terms of learning styles and gender. However this study used Arabic students as respondents, while the present study used grade-8 students as respondents, in addition, this study was conducted in Iraqi University, while the present study conducted locally.

A study was conducted by Abedin (2011) revealed a significant relationship between overall academic achievement and learning styles. It was also found that the high, moderate and low achievers have a similar preference pattern of learning in all learning styles. This means the ways of learning

among the high, moderate and low achievers for the rest seven learning styles were similar. This study is related to the present study by using the PLSPQ of Reid, and it only differs because it deals on the overall academic achievement of the respondents, while the present study just identified the learning styles of the respondents.

Likewise, in a study conducted by Gilakjan (2011), it was found out that about 50% of the student's preferred visual learning style, 35% of the student's preferred auditory learning style, 15% of the students preferred kinesthetic style in their learning. This study is connected to the present study because of the instrument used, and its focus is on English language learning and teaching while their distinction relied on the respondents where this study has EFL English students, majoring in language translation while the present study focused on grade-8 learners and conducted locally.

Moreover, a study conducted by Wong and Nunan (2011) found that the dominant style of the more effective language learners was communicative. These learners can be characterized as field independent and active. On the other hand, it was revealed that the dominant style for the less effective language learners, was authority-oriented. These learners exhibit characteristics of field-dependence and passivity. The findings showed that the effective learners spend significantly more time activating their English even out of class than less effective learners. This study is related to the present study because of the instrument used, and the process and methods done. Just like the present study

it identified the learning styles of the respondents and categorized them, but it differs on the respondents because the focus of this study was the undergraduate iniversity students in Hongkong, while the present study focused on the grade-8 learners and conducted locally. Nevertheless, both of the studies were conducted on the identification of learning styles in language learning.

Another study conducted by Obralić and Akbarov(2012) revealed that the least popular style was the group style. Mean score indicates that the most representative and popular style was the visual (40.08), which means that individuals learnt by seeing words in books, on the chalkboard, and in workbooks. They remember and understand information and instructions better if they read them. They don't need as much oral explanation as an auditory learner, and they can often learn alone. It was also found out that there was no significant difference between male and female students regarding their study preferences and findings have also showed that there was a significant difference between Bosnian and Turkish students regarding their perceptual learning style preference. This study is related to the present study because of the instrument used, and the process of identifying the perceptual learning styles, though it differs on the focus of the respondents because the respondents of this study are the university students at International University of Sarajevo while the respondents of the present study are the grade-8 students.

In the same way, a study conducted by Vaishnav, (2013) revealed that, kinesthetic learning style was found to be more prevalent than visual and

auditory learning styles among secondary school students, also there exist positive high correlation between kinesthetic learning style and academic achievement. This study is connected to the present study because the focus are both in identification of learning styles, however the respondents of this study are high school students abroad, while the present study are the grade-8 students. On the other hand this study used identified the learning styles to compare with the academic achievement, while the present study focused on English language learning to find out how respondents best learned.

There were learning style researches conducted in context, and these are found in the succeeding paragraphs.

First, Dela Cruz (2000) noted significant findings on the various strategies used by college instructors teaching English as a second language. The above cited study of Dela Cruz (2000) relates to present study in the sense that both deals on the learning styles. However the focus of the study is on the freshman students in the tertiary level, while the present study focused on the sophomore students in the secondary level but both studies focused on English language learning.

Second, Montemayor, et.al(2009) found out that no significant difference exists in the learning styles between the low and high achieving students, since the students do not vary in terms of their learning style when compared according to the level of academic performance. This study is related to the present study because it deals on the identification of learning styles and both of

the studies classified the students based on their academic achievement. However the difference lied on the respondents because the present study has freshman teacher- education students, while the present study are the grade-8 junior high school students.

Then, Cabaguing (2016) based on the findings of the study on learning styles of high performing, average performing, and low performing students in Social Sciences subjects, in terms of fact acquisition, high performing students gain more knowledge, because they use three modalities in learning. These are visual, auditory and kinesthetic learning style, while average and low performing students are only auditory learners. This study is related to the present study because both of these identified learning style, but they differ because this study focused on the social science students in tertiary level, while the present study was conducted among secondary students focusing on English language learning.

More so with the study of Palencia (2009), it concluded that the learning styles of the respondents in terms of their relation with others depicted a significant relationship with their oral performance in the interactional and representational language functions. However, the respondents' oral English performance in the instrumental, regulatory, personal, heuristic and imaginative function showed no significant relationship with their learning styles. The study of Palencia (2009), has bearing to the proposed study because it deals with the use of learning style in the same subject which is English, though they differ in

terms of the respondents, since this study focused on Nursing freshman of Samar State University, while the present study focused on grade 8 students of the secondary schools in Wright II District.

Moreover in s study conducted by Dela Cruz (2000) noted significant findings on the various strategies used by the college instructors teaching English as a second language. Though freshmen students in the tertiary level uncovered various learning styles to develop their communication competence still have difficulties in the English language. The study made recommendations of coming up with certain remedial schemes to enhance individual students and develop proficiency of the English language. This study is related to the present study because both of them identify learning styles for English language learning, but they differ because it was intended for first year college students while the present study is intended for grade-8 students.

Therefore, these studies conducted outside and in local context, proved on the variety of learning styles. It varies depending on the learning areas that the learners are in to their gender, and other factors determined to establish differences in learning styles. These differences should be considered in the teaching and learning process to help students maximize their own learning and be able to help prevent the declining performance of English without compromising the quality of education that they can get. Hence, further investigation on learning style differences is needed.

On the other hand, there are studies in language learning which affect and influence the learning style preferences of the students and considered as one of the factors in developing competence in English language skills.

First, a study conducted by Bartram (2006) revealed to offer some evidence for an association between parental and pupil attitudes. Parental influence appears to operate in a number of ways, ranging from the role model potential of positive negative behaviors and the communication of educational regrets, to the ways in which parents help to construct their children's understandings of language importance and status. The extent of parental language knowledge appears to be an important additional factor in language learning. The findings suggest that the ways in which parents contribute to the construction of their children's understanding of language utility are particularly important, and that this may be a key factor in the more positive attitudes demonstrated to learning English language. This study is related to the present study because of the variable that affects the learning of children, the parents. In the present study, parent's highest educational attainment has been used as one of the variable that affects and influenced the learning styles of the respondents, though this study focused on the overall achievement, both of them are concerned with language learning.

Also, a study conducted by Jaynes (2007) indicated results, that the influence of parental involvement, overall is significant for secondary school children. Parental involvement as a whole affects all academic variables under

study by about .5 to .55 of a standard deviation unit. The positive effects of parental involvement hold for both white and minority children. This study is connected to the present study in terms of student's profile along with their backgrounds, such as parent's influence which might affect to the learning styles and learning processes. Parent's education, occupation and their income are factors as to how students learn the language. Hence, great consideration on this aspect is necessary in the teaching and learning process.

Indeed, parental influence played a great impact on the performance of learners in the learning process. The more that the parents get involved in their children's learning, the greater is the success. Undoubtedly, this contributes to an increased performance in language learning.

Furthermore, identifying learning styles, and the consideration of factors which contribute to language learning clearly affects the performance of an improved language teaching and learning. This might be one of the answers to the problem on the declining performance of English proficiency in the Philippines.

Thus, in response to the problem, teachers need to start in their respective classrooms by identifying the learning styles of the learners, and from here, be able to design lessons appropriate to learners' style in learning, thereby improved English language learning to help prevent the increasing decline of English proficiency in the country.

Chapter 3

METHODOLOGY

This chapter presents the research design, instrumentation, validation of instrument sampling procedure, data gathering procedure, the statistical treatment of data and data analysis.

Research Design

The study employed the descriptive-correlational research design both in quantitative and qualitative methodologies as described by Creswell (2005). Descriptive data were collected to determine the learning styles of grade 8 students and correlation analysis was used to assess the relationship between the learning styles of the respondents and their profile. Qualitative and quantitative data were gathered simultaneously, and there is a predominant method that guides the research process. This study gathered primary information through a survey questionnaire that asked about their profile and their preferred learning styles. In addition, secondary information was gathered from participants using focused group discussion with English teachers who used to deliver their lessons covering the six (6) learning styles and had personally conducted the teacher – made activities to describe more about their experiences from conducting the lesson using the method and identify the learning style of the learners based from teachers' perception.

The qualitative and quantitative data were considered as mixed method using explanatory to further describe the student-respondents' learning style preferences and thereby improved their English language learning (Creswell, 2005).

The following questionnaires, teacher-made activities and open-ended questions were used in gathering the necessary data: Perceptual Learning Style Preference Questionnaire (PLSPQ, 1987), and open-ended questions used in the focus-group discussion for student and English teacher participants. Questionnaire was adapted from previous researches and need not be validated.

Frequency and percentage distribution, mean and standard deviation and chi-square-tests, for independent samples were used in the statistical treatment of data.

Instrumentation

This study adapted the Perceptual Learning Style Preference Questionnaire (PLSPQ, 1987), a Focus-group discussion questions and Teacher-made activities to further describe and explain the learning style preferences of the student-respondents.

Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ, 1987)

This questionnaire checklist was devised by Reid (1987), which consist of two parts, where the first part contained the profile and the second part contained

the statement which described the learning style preferences of the respondents, this questionnaire when completed and scored showed which ways the student-respondents prefer to learn English. There are 30 items in the questionnaire which are divided into five in each learning style. Furthermore, this instrument was used to answer the research question that says: What is the learning style preference of the student-respondents. Just like other standardized questionnaire, the researcher utilized this for learning style inventory, which answered the student-respondents' learning style and how would these respondents learned best. Though the questionnaire was devised in 1987, its validity and reliability were tested and proven as there are published studies utilized PLSPQ questionnaire mostly on language research. The most latest includes the study of Abidin, Rezaee,Abdullah and Singh (2011) in "Learning Styles and Overall Academic Achievement in a Specific Educational System". Another was the study of Vaishnav(2013), entitled " Learning Styles and Academic achievement of Secondary School Students". Also in the study of Obralic and Akbarov (2012), entitled "Students Preference on Perceptual Learning Style ". These are just some of the many published researches utilized the PLSPQ, 1987 questionnaire generally in the conduct of learning style inventory. In addition, the explanations of learning styles was adapted from the C.I.T.E. Learning Styles instrument, Murdoch Teacher Center, Wichita Kansas 67208. Furthermore, learning style preferences below described the characteristics of learners. The descriptions give

some information about ways in which a learner learns best. These are the following.

In visual major learning style preference, student-respondents learned well from seeing words in books, on the chalkboard, and in workbooks. Remembered and understood information and instructions better when reading. Need not much oral explanation as an auditory learner, and can often learn alone, with a book taking notes of lectures and oral directions to remember the information.

In auditory major learning style preference, student-respondents learned from hearing words spoken and from oral explanations. Remembered information by reading aloud or moving his lips when reading, especially when learning new material. Benefited from hearing audio tapes, lectures, class discussion, from making tapes to listen to, by teaching other students, and by conversing with the teacher.

In kinesthetic major learning style preference, student-respondents learned best by experience, by being involved physically in classroom experiences. Remembered information well when actively participating in activities, field trips, and role-playing in the classroom. Combined stimuli-for example, an audio tape combined with an activity-will help understand new material.

In tactile major learning style preference, student-respondents learned best when there is an opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provided the most successful learning

situation. Writing notes or instructions can help remember information, and physical involvement in class related activities may help understand new information.

In group major learning style preference, student-respondents learned more easily when studying with at least one other student, more successful when completing work well when working with others. Valued group interaction and class work with other students, and remembered information better when working with two or three classmates. The stimulation received from group work helps learn and understand new information.

In individual major learning style preference, student-respondents learned best when working alone. Remembered information and understood new material best and made better progress in learning when working alone.

In minor learning styles, in most cases, minor learning styles indicated areas where a student-respondent can function well as a learner. Usually a very successful learner can learn in several different ways.

In negligible learning styles, often, a negligible score indicated that a student-respondent may have difficulty learning in that way. One solution may be to direct learning to a stronger style. Another solution might be to try to work on some of the skills to strengthen learning styles in the negligible area.

<u>Focus-Group Discussion Questions.</u>   There are five (5) open-ended questions which were patterned from the statement of the problem to validate the quantitative data in a qualitative manner and to establish a learning style

inventory to the respondents through a wide range of responses and information from the student-respondents' experiences from participating the teacher made activities, and to enrich the description of their learning style preferences. Same process was done with the open-ended questions for the focus-group discussion conducted to teachers, to validate the responses from the focus group discussion conducted to respondents and the result from quantitative findings teachers were asked about the respondents' most scored activity and information from their experiences while delivering lessons covering the six (6) learning styles.

Teacher-Made Activities. The teacher-made activities were consist of six parts, the Auditory, Visual, Kinesthetic, Tactile, Individual and Group Scale. Each activity was designed covering the six learning styles as described by Reid (1987). It has five items test, the students will be rated one for each correct answer, which ever they got their scores higher, that will define as to what learning styles they have. These activities where administered after a one week discussion on the topic, "Getting Meaning of Words through Structural Analysis", and was conducted by the researcher in the classroom. Furthermore, the results of these activities were used to test the hypotheses as presented in chapter one.

Validation of the Instrument

The study utilized questionnaires that were adapted from other researches. The Perceptual Learning Style Preference Questionnaire (PLSPQ,

1987) (Adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208) and was revalidated trough several times and showed a consistent result. The focus-group discussion questions both for teacher and student participants were thematic, and patterned from the questions found in the statement of the problem, and the teacher-made activities were patterned from the PLSPQ (1987) and was administered to 30 students for validation and that showed a consistent result.

Sampling Procedure

The study employed a total enumeration method. There were 91 grade 8 students enrolled in Casandig National High School of Wright II District in the school year 2017-2018, and this number was considered as sample in the study for quantitative data. In the qualitative data collection, from the 91 participants each class was sectioned into 32, 30 and 29. The focus-group discussion was done by section as a group. Data collected were based on the answers of the student participants. For teacher participants, there were four English teachers including the researcher and three of them were considered as samples.

Data Gathering Procedure

The researcher asked the approval of the Schools Division Superintendent and the School Principal through a letter in the conduct of the study.

In getting the respondents' second quarter grades in English, the researcher presented a letter of request to the teacher in charge of the records,

duly noted and approved by the School Principal for an official grade copy of the respondents.

Upon approval of the different concerned personnel, the researcher proceeded to the administration of the survey questionnaires. The researcher, being the English teacher of the respondents carefully considered the administration on the questionnaires and focus group discussion schedules for a smooth for accurate data gathering.

The survey questionnaires were administered by the researcher on January 04, 2018 in order to identify the profile and the learning styles of the student-respondents. January 05, 2018, lesson on English 8, third quarter, "Getting Meaning of Words through Structural Analysis", was discussed by the researcher throughout the whole week. Discussion method, covered the six learning styles as described by Reid (1987). After a whole week discussion, the student-respondents were given the teacher-made activities by the researcher and these activities were based on Reid's Perceptual Learning Style Model, to further verify the result of the student-respondent's preferred learning styles and for the researcher to analyze more specifically the student-respondents' experiences as qualitative data collection in order to refine, extend or explain the data as described by Creswell (2005). Right after the activities, focus group discussion was conducted by the researcher in order to obtain qualitative data. The discussion took 40 to 50 minutes for each group.

English teachers were given a week discussion on the same lesson covering the six learning styles in the delivery of their lesson. After the discussion, they conducted the teacher-made activities to learners, and right after the activities, the researcher also conducted a focus group discussion with them to gather the qualitative data.

The focus-group questions for discussion was the last instrument that was served to the student and teacher participants to triangulate the data, and to come up with a result.

The researcher served as one of the checkers, and invited two English teachers from the research environment who assessed and evaluated the results of the test. All tests sessions were administered on regular time scheduled to preserve its consistency and reliability.

There were 91 grade-8 student-respondents which were heterogeneously sectioned into three. Students were classified into above average, average and poor group based on their final grade in English in the second quarter.

The tabulation of data followed the administration of the questionnaires, activities and the focus group discussion, then, the researcher sought the help of a statistician for tallying and statistical processing using the Statistical Packages for Social Sciences (SPSS).

Statistical Treatment of Data

The study utilized both descriptive and correlation statistical tools in analyzing the collected quantitative data. These statistical tools were mean, standard deviation, frequency distribution, percentage distribution, and chi-square tests for independent samples.

Mean. This was used in identifying the learning styles of the student-respondents, their profile along, age, parent's monthly family income and English grade for the second quarter.

Standard Deviation. This was used in the analysis of the respondents' profile in terms of age and English grade for the second quarter.

Frequency and percentage distribution. These were used in the analysis of the respondents' profile in terms of age, sex, parents' highest educational attainment, parent's occupation, monthly family income, second quarter grade in English, elementary graduated from, first language and learning styles.

Chi-square tests. This was used to correlate the respondents' learning style preferences and their profile, and to compare between the students' learning style preferences who belong to the above average, average and poor group.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter capitalizes on the findings, analyses and the interpretation of results, thereby answering the specific questions and proving or disproving the hypotheses presented in Chapter 1.

Profile of the Student-Respondents

Tables 1 to 4 present the respondents' profile as to their age, sex, parent's highest educational attainment, parent's occupation, monthly family income, English grade for the second quarter, elementary graduated from and first language.

Table 1

Age and Sex

Profile	f	Percent
Age		
19 & above	3	3.30
16 - 18	5	5.49
13 - 15	83	91.21
Total	91	100.00
Mean	14.15 years	-
SD	1.61 years	-
Sex	f	Percent
Female	59	64.84
Male	32	35.16
Total	91	100.00

Age. As gleaned in Table 1 majority of the respondents were 13-15 years old with the total number of 83 respondents or 91.21 percent. Five of the

respondents or 5.49 percent were 16-18 years old, and three of the respondents or 3.30 percent were 19 and above years old. Generally the average age of the respondents is 14.15 with the standard deviation of 1.61. The average age of the respondents depicted that of a typical grade-8 student. It further implies that at this age, under the spiral approach of the K to 12 curriculum they are expected to have these learning competencies which are needed to be demonstrated in every lesson and/or learning activity that include, oral language, fluency, writing and composition, grammar awareness and structure, vocabulary development, reading comprehension, listening comprehension, attitude towards language, literacy and literature, study strategies and viewing (DepEd Order no.8, series of 2015). It also implies that at this age they are at grade level 7.0+ which means that high school completion classes or General Education Development (GED) classes are recommended to students in their vocabulary and comprehension skills.

Sex. As shown in Table 1 majority or 59 of the respondents or 64.84 percent were females, and 32 respondents or 35.16 percent were males. The grade 8 students group showed to be female-dominated. It would be imply that that majority from this group of respondents need to be offered with games that would give female students a lot of opportunities to speak because by nature females are good in speaking activities where they can completely express their feelings and experiences when it comes to language learning (Liu, Hu& Gan, 2013). These perspectives go along with the idea of Matthews and Hamby (1995), that females preferred to generate ideas while learning. However in this study,

gender was taken into consideration to see if gender has significant connection to their learning styles as Dunn and Dunn (2001) declared that learning styles of students are different according to their gender.

Parent's Highest Educational Attainment. As presented on Table 2 the educational qualification of the student-respondents' parents or a number of 36 or 40.00 percent of the respondents' fathers were elementary level, while there are 20 or 22.22 percent of the respondents' mothers were graduates of high school. This showed that the respondents' mothers attained higher educational

Table 2

Parent's Highest Educational Attainment

Father's Educational Qualification	f	Percent
Graduate/Post-Graduate	1	1.11
College Graduate	3	3.33
College Level	7	7.78
High School Graduate	15	16.67
High School Level	17	18.89
Elementary grad	11	12.22
Elem. Level	36	40.00
Not Specified	(1)	-
Total	**91**	**100.00**
Mother's Educational Qualification		
Graduate/Post-Graduate	1	1.11
College Graduate	7	7.78
College Level	8	8.89
High School Graduate	20	22.22
High School Level	17	18.89
Elementary grad	18	20.00
Elem. Level	19	21.11
Not Specified	(1)	-
Total	**91**	**100.00**

attainment than their fathers. It further implies that both parents have not gone through higher education where language used and practice are applied. It would be implied that because of their parent's highest educational attainment was somewhat in the level where they could not teach their children at home, they will not likely acknowledge the importance of parental support in language learning (Legutko, 1998). A support which may be one of the means of reducing the gap in language learning. These findings are somewhat true in the study of Marks (2007) that the educational level of parents negatively affects the students' chances of completing their education. Legutko added that those students whose parents have not completed secondary school had the lowest expected completion rate for any course and for any level of education.

Parents' Occupation. As shown in Table 3, majority of the student-respondents' parents or 71 or 78.02 percent of the fathers and 70 or 76.92 percent of their mothers were self-employed. There are 10 or 10.99 percent of the fathers and 12 or 13.19 percent of the mothers who are working in the government, while 10 or 10.99 percent of the fathers and 9 or 9.89 percent of the mothers were privately employed. It implicates that most of the respondents' parents earn for their living from their own means and with no fixed or specific amount earned. This implied that the ability to support the financial needs of the student is limited due to their means of living, the purchase of books for example, and other learning materials which promotes language learning are limited, and may be given less priority by these respondents' parents. This is somewhat true as

Table 3

Parent's Occupation and Family Monthly Income

Parent's Occupation	f	Percent
Private employee	10	10.99
Government Employee	10	10.99
Self-Employed	71	78.02
Total	**91**	**100.00**
Family Monthly Income	**f**	**Percent**
20,000 above	6	6.59
6,501.00 - 19,999.00	12	13.19
6,500.00 below	73	80.22
Total	**91**	**100.00**

explained by Greville (2001), children from relatively affluent families are likely to have much greater exposure to this mode of language literacy from their earliest years, both at school and at home, than children from less affluent families. This further implies that learning styles maybe affected by this factor and that should be considered in language learning.

Monthly Family Income.   As presented in Table 3, majority of the student-respondents' family income or 73 or 80.22 percent earned 6,500.00 and below, out of 91 there are only 6 or 6.59 percent of the respondent' family earned 20,000 and above. It would be implied that most of the student-respondents' family earned the lowest from usual which means that these families belonged to low income group of earner or families with Low Socio-Economic Status which provides impact on the respondent's language learning. This further implied that respondents who belong to this classification might have difficulties in

supporting their financial needs which are demanded from their studies and these demands do not only come from these families but as well as on the part of educational system and the school as part of the system. These findings jibed with the study of Bessant (2007) that financial hardship has a dramatic impact on students' efficacy, their ability to academically integrate, and their likelihood of dropping out. In terms of academic preparedness, Bradley (2008) noted that low SES students "are heavy users of academic and personal support services provided by schools, such as learning and language skill development; counselling; and financial services". Low SES students are more expensive to fund than other students, and that extra resources should be provided for them for better language learning.

Table 4

**Elementary Graduated From, English Grade
and First Language**

Elementary Graduated From	f	Percent
Public School	91	100.00
Grade (mean = 82.18; SD = 3.08)		
90 & Above	1	1.10
81 – 89	59	64.84
80 & below	31	34.07
Total	**91**	**100.00**
Mean	**82.18**	-
SD	**3.08**	-
First language		
Filipino	5	5.49
Waray	86	94.51
Total	**91**	**100.00**

Elementary Graduated From.   As Table 4 discloses 91 of the respondents or 100.00 percent graduated from public elementary schools. This data denoted that all of them were graduates of public elementary schools. It further implies, that since all of them came from public school, they have received almost the same instruction from the same system of education.

English Grade for the Second Quarter.   As depicted in Table 4 out of 91, only one respondent or 1.10 percent obtained a grade of 90 and above, classified as above average, while most of the respondents or 59 or 64.84 percent obtained a grade ranging 81-89, classified as average, and there are 31 respondents or 34.07 percent obtained a grade of 80 and below, which are classified as poor group. The mean of the respondents' grade in the second quarter is 82.18 with a standard deviation of 3.08. With this result, majority of the respondents showed an average performance in their English class, and it was followed by the poor group who dominated in this group of respondents as revealed by the grades. These would be imply that remarkable performance did not occur in English language learning.

First Language of the Respondents.   As presented in Table 4, majority of the respondents or 86 or 94.51 percent were speaking Waray as their first language, and five of them or 5.49 percent were using Filipino. This result implies that no one from the respondents have used to speak English as their first language at home and Waray as their first language used was well developed and that served as head start to learn a second language which is English. This

first language used acquire prior to coming to school is important predictors of success in another language learning in school.

Learning Style Preferences of the Student-Respondents

Table 5 presents the learning style preferences of the student-respondents based on the perceptual learning style preference questionnaire as described by Reid (1987), it was revealed that the above average learner, was identified as auditory, while 30 out of 59 respondents from the average learners, and there were 18 out of 31 respondents from the poor group, they considered this as their major preference in English language learning. This means that these learners benefit from hearing audio tapes, lectures, and class discussions, making tapes to listen, teaching other students, and conversing with the teacher (Reid, 1987).

Group learning style in English language learning is evident from the average and poor group of learners, as presented in the table, majority of the average and poor learners or 35 out of 59, and 20 out of 31 respectively, considered group as their minor learning style preference, this means that learners from these group have their most preferred ways to learn the language, but in most cases group as their identified minor learning styles indicate areas where these learners can function well aside from their most convenient or major learning style (Reid,1987). On the other hand, as gleaned on the table, group learning style is negligible to above average learner, this means that, the above

average learners have difficulty learning this way in English language. This means

Table 5

Learning Style Preferences of the Student-Respondents Based on PLSPQ

Learning Style Classification	Learning Style Preference	Above Average		Average		Below Average		Total	Percent
		F	%	F	%	f	%		
Auditory	Major	1	1.10	30	32.97	18	19.78	49	53.85
	Minor	0	0.00	28	30.77	11	12.09	39	42.86
	Negligible	0	0.00	1	1.10	2	2.20	3	3.30
	Total	**1**	**1.10**	**59**	**64.84**	**31**	**34.07**	**91**	**100.00**
Group	Major	0	0.00	5	5.49	5	5.49	10	10.99
	Minor	0	0.00	35	38.46	20	21.98	55	60.44
	Negligible	1	1.10	19	20.88	6	6.59	26	28.57
	Total	**1**	**1.10**	**59**	**64.84**	**31**	**34.07**	**91**	**100.00**
Kinesthetic	Major	1	1.10	31	34.07	12	13.19	44	48.35
	Minor	0	0.00	25	27.47	16	17.58	41	45.05
	Negligible	0	0.00	3	3.30	3	3.30	6	6.59
	Total	**1**	**1.10**	**59**	**64.84**	**31**	**34.07**	**91**	**100.00**
Visual	Major	1	1.10	16	17.58	13	14.29	30	32.97
	Minor	0	0.00	42	46.15	17	18.68	59	64.84
	Negligible	0	0.00	1	1.10	1	1.10	2	2.20
	Total	**1**	**1.10**	**59**	**64.84**	**31**	**34.07**	**91**	**100.00**
Tactile	Major	0	0.00	16	17.58	12	13.19	28	30.77
	Minor	1	1.10	32	35.16	16	17.58	49	53.85
	Negligible	0	0.00	11	12.09	3	3.30	14	15.38
	Total	**1**	**1.10**	**59**	**64.84**	**31**	**34.07**	**91**	**100.00**
Individual	Major	0	0.00	17	18.68	10	10.99	27	29.67
	Minor	1	1.10	31	34.07	14	15.38	46	50.55
	Negligible	0	0.00	11	12.09	7	7.69	18	19.78
	Total	**1**	**1.10**	**59**	**64.84**	**31**	**34.07**	**91**	**100.00**

further that the stimulation they receive from group work does not help them understand new information, thus, they preferred to work alone (Reid, 1987). These findings jibed in a study conducted by Wong and Nunan (2011), it was found out that the dominant style of the more effective language learners was characterized as field independent and active which means that, they like to concentrate on the details of language such as grammar rules, and enjoy taking apart words and sentences. Thus, group learning style is neglected by above average learner.

As seen on the same table, the above average learner was identified as kinesthetic, same with the average learners, where there are 31 out of 59 respondents. This means, that they learn best by experience, and by being involved in the classroom physically and they remember information well when they actively participate language activities, field trips, and role-play in the classroom (Reid, 1987). The poor group of learners on the other hand, were identified as kinesthetic, but it appears that most of the respondents from this group or 16 out of 31 considered kinesthetic as their minor learning style, this indicates that these learners may become effective with the use of this learning style, aside from their most preferred ways to learn the language. These findings is somewhat true from the study conducted by Vaishnav (2013), which revealed that kinesthetic learning style was found to be more prevalent among secondary school students in language learning. These implied that providing meaningful activities, and involving students in classroom activities, where they can have

meaningful experiences promotes language learning for average and poor group of learners.

On visual learning style, above average learners used this style as their major preference but minor only for average and poor group, where in 42 out of 59 and 17 out of 31 respondents respectively were identified. Visual learner, learn more effectively through the eyes (Reid, 1987). Usually, they enjoy reading and prefer to see the words that they are learning, they also like to learn by looking at pictures and flashcards. It can be implied from this result, that none from the groups had neglected this style which means further that this style is vital in language learning.

As presented on the same table, the above average, average and poor learners were identified tactile as their minor learning style, from the average group 32 out of 59, and from the poor group, 16 out of 31 respondents. This style may not be their most preferred, but it will help them in English language learning when used and blended with their major learning style. Tactile learning style means, learning is effective when they do hands on work and activities (Reid, 1987).

As shown in Table 5, the above average learner was identified minor in individual learning style, also the respondents from the average group or 31 out of 59 respondents, similar with the poor group of learners, where 14 out of 31 respondents, which means that to learn the language they use this style in most

cases. This indicates that stretching this style other than their most preferred will help them become effective in language learning.

These findings implied that most students possessed multiple learning styles, which may be considered as multiple techniques and when developed, could bring out their strengths in language learning. It further implies, that the presence of different learning styles indicate the need to create opportunities for diverse learning opportunities. Specifically a poor learner may use a combination of styles like group, tactile-group, auditory-group, visual, and auditory. From these styles these learners have better opportunities of learning, for group work, they may learn to use the language as a tool in communicating, sharing and negotiating meaning. For the above average and average learners they may be benefited to learn from repetition and drill, pronunciation, patterned practice and other related activities. It further implies that the more the learner employs multiple ways of learning the greater is the chance of learning.

Learning Style Preference of the Student-Respondents as Perceived by the Teacher

Table 6 presents the learning style preferences of the student-respondents as perceived by the teacher. It was revealed that the above average learner was perceived to be auditory and majority of the average learners with 35 respondents or 38.46 percent, and the poor group of learner showed a majority of respondents with 9 or 9.89 percent to have group learning style. It can be gleaned from the table that the above average learners has only one style that dominated,

and it was auditory. The average and poor group of learners were perceived to have other learning styles and its combination.

As presented in tables 5 and 6, it implies that the learning styles of the student- respondents based from the questionnaire and the teacher-made activities were contradicting. On the other hand, learning styles of the student-respondents as perceived by the teacher were supported with the responses from the focus group discussion conducted to the teachers and students.

A respondent from the group was identified as above average learner, she revealed that, "the most significant activity which helped me learn the English language is activity no.1, on Auditory Scale, because I learned how to form words and analyze its meaning through its structure by listening activities".

These results are consistent with the study of Aromin (2004). He revealed that children who at their age of seven underwent learning with music and heard sound gave a full brain benefits to take place including an all-around boost in language skills and a significant increase in IQ. They developed bigger vocabularies, a better sense of grammar and a higher verbal IQ, this kind of training on what they hear through music and sound assist in the pronunciation of languages, and this gift last for life, and the ability to learn the language becomes quicker and more efficient. This implied that the above average learner from this group of respondents have gone through this training, and this training had been brought out at present which made her excel and perform well in English language learning.

Table 6 showed that majority of the average learners are auditory, followed by group and visual learning style. This means that the average group of learners used some of their senses to take in information and they seem to have preferences on how they learn best.

"We like activities on auditory scale because, we feel that the lesson discussed on getting meaning of words was clearly understood since we got the correct answer, and we scored higher in this activity", while some of them said that, "We also like group activity because we enjoyed working with our classmates and the tasks becomes easier since all of us in the group were working and helping each other".

Table 6

**Learning Style Preference of the Student-Respondents
Based on the Teacher-Made Activities**

| Learning Style Classification | Student's Performance Category | | | | | | Total | Percent |
| | Above Average | | Average | | Below Average | | | |
	f	%	f	%	f	%		
Auditory	1	1.10	35	38.46	8	8.79	44	48.35
Auditory-Group	0	0.00	0	0.00	2	2.20	2	2.20
Auditory-Visual	0	0.00	1	1.10	0	0.00	1	1.10
Group	0	0.00	6	6.59	9	9.89	15	16.48
Individual	0	0.00	1	1.10	0	0.00	1	1.10
Tactile	0	0.00	5	5.49	4	4.40	9	9.89
Tactile-Group	0	0.00	1	1.10	2	2.20	3	3.30
Visual	0	0.00	6	6.59	4	4.40	10	10.99
Visual-Group	0	0.00	1	1.10	0	0.00	1	1.10
Visual-Tactile	0	0.00	3	3.30	2	2.20	5	5.49
Total	1	1.10	59	64.84	31	34.07	91	100.00

While some or majority have expressed their most preferred ones, some from the average group said they liked visual, tactile and a combination of these activities. Another support from the findings revealed in Table 6 also came from the responses of the focus group discussion conducted to the poor group of students.

"We like group activity because we feel that our tasks become easy, we feel good because we got the perfect score from group activity, and it was satisfying when we were able see our scores".

Relationship Between the Student-Respondents' Learning Styles in English Language Learning and their Profile

Table 7 presents the relationship between the student-respondents' learning styles in English Language Learning and their profile in terms of age, sex, parent's highest educational attainment, parent's occupation, monthly family income, English grade for the second quarter, and first language used.

As shown in the table, group learning style had significant relationship with the respondents' profile in terms of age with the p-value of 0.005 at 0.05 level of significance, this means that group learning style has something to do with the age of the respondents, that at their age they value group interaction, they need their peers for an effective language learning and they learn better when they worked with their classmates (Reid, 1984). This result was confirmed in a study conducted by Ma Rong in 2003, that high school students reported the

Table 7

Relationships Between the Student-Respondents' Learning Styles Styles (Auditory) in English Language Learning and their Profile

Profile	Chi-square-Value	p-value	Evaluation
AUDITORY			
Age	5.4	0.25	Not Significant
Sex	0.615	0.74	Not Significant
Parent's Educ'l Attainment			
Father	22.88	0.06	Not Significant
Mother	5.32	0.94	Not Significant
Parent's Occupation	2.02	0.73	Not Significant
Monthly Family income	1.94	0.75	Not Significant
English Grade	3.14	0.54	Not Significant
First Language Used	0.73	0.67	Not Significant
KINESTHETIC			
Age	3.94	0.42	Not Significant
Sex	2.50	0.29	Not Significant
Parent's Educ'l Attainment			
Father	9.41	0.81	Not Significant
Mother	14.41	0.28	Not Significant
Parent's Occupation	7.37	0.12	Not Significant
Monthly Family income	3.76	0.45	Not Significant
English Grade	2.92	0.57	Not Significant
First Language Used	0.53	0.77	Not Significant
GROUP			
Age	14.66*	0.005	Significant
Sex	1.46	0.480	Not Significant
Parent's Educ'l Attainment			
Father	14.03	0.450	Not Significant
Mother	19.40	0.060	Not Significant
Parent's Occupation	3.84	0.430	Not Significant
Monthly Family income	1.46	0.830	Not Significant
English Grade	0.53	0.300	Not Significant
First Language Used	4.88	0.770	Not Significant
VISUAL			
Age	2.123	0.71	Not Significant
Sex	2.98	0.024	Not Significant
Parent's Educ'l Attainment			
Father	6.92	0.94	Not Significant
Mother	7.18	0.85	Not Significant
Parent's Occupation	1.69	0.79	Not Significant
Monthly Family income	2.51	0.64	Not Significant
English Grade	4.464	0.35	Not Significant
First Language Used	0.574	0.75	Not Significant

Table 7 continued

Profile	Chi-square-Value	p-value	Evaluation
TACTILE			
Age	3.69	0.450	Not Significant
Sex	1.89	0.390	Not Significant
Parent's Educ'l Attainment			
Father	26.99*	0.019	Significant
Mother	18.19*	0.010	Significant
Parent's Occupation	6.61	0.160	Not Significant
Monthly Family income	4.30	0.370	Not Significant
English Grade	2.84	0.590	Not Significant
First Language Used	1.69	0.430	Not Significant
INDIVIDUAL			
Age	3.48	0.48	Not Significant
Sex	1.17	0.56	Not Significant
Parent's Educ'l Attainment			
Father	28.95*	0.011	Significant
Mother	6.73	0.88	Not Significant
Parent's Occupation	3.84	0.43	Not Significant
Monthly Family income	2.65	0.62	Not Significant
English Grade	1.45	0.84	Not Significant
First Language Used	1.33	0.51	Not Significant

strongest preference in group learning style in their approach to English language learning.

As presented in the table above, tactile learning style has significant relationship with the respondents' profile in terms of the respondents' parent's highest educational attainment. As revealed by the result father's highest educational attainment has the p-value of 0.019 at 0.05 level of significance, in the same way, the tactile learning style has significant relationship with the highest educational attainment of the respondents' mothers with the p-value of 0.01 lesser than the level of significance at 0.05, which means that learners remember language lessons when they do hands on work and activities, they remember

things better when they personally experience what the lesson is all about (Reid, 1984). This is associated with the highest educational attainment of the respondents' parents since, most of their fathers' highest educational attainment was elementary level, and their mothers' highest educational attainment was high school graduates, which means that most of their parents have not gone through higher level of education where English language lessons learned and used, and that possibilities of teaching and imparting knowledge on English language learning is not or maybe rare to happen at home. These findings were confirmed in a study conducted by Bartram (2006) where it was revealed that parental influence appears to operate in a number of ways, ranging from the role model potential of positive negative behaviors and the communication of educational regrets, to the ways in which parents help to construct their children's understandings of language importance and status. The extent of parental language knowledge appears to be an important additional factor in language learning. The findings from the study of Bartram suggests that the ways in which parents contribute to the construction of their children's understanding of language utility are particularly important, and that this may be a key factor in the more positive attitudes demonstrated to English language learning.

Another trivial result projected in Table 7, the individual learning style has significant relationship with the respondents' profile in terms of their fathers' highest educational attainment with the p-value of 0.011, lesser than the level of

significance at 0.05, this result would imply that, learners tend to work alone and learn by themselves specially in English language learning since their fathers' educational attainment were elementary level, teaching and reinforcing learning at home was not possible which made the learners become independent with their own learning. This findings is somewhat true from the perspective of Felder (1996), who believed that in selecting a particular way of learning, we are normally affected by features such as life experiences and demands of the present environment. The demand here is to become independent with their own learning as their fathers could not reinforce and assist them. This result led to the rejection of the null hypothesis that states, there is no significant relationship between the learning styles in language learning and the student-respondents' profile in terms of age, and parent's highest educational attainment.

However, the grades of the respondents showed no significant relationship with the learning styles of the student-respondents as evident on the findings that most of them fall on the average classification which means no remarkable performance was shown in English. It would be implied further, that grades computed were not based on the English proficiency alone or as to the DepEd Order no. 8, series of 2015, as experienced by the author.

The rest of the learning styles like auditory, kinesthetic and visual showed no significant relationship with the student-respondents' profile. This result denoted that these learning styles on how to learn the English language had no significant connection with their profile.

Comparison of Learning Styles of the Student-Respondents from the Above Average, Average and Poor Group

Using the Chi-square tests, table 8 revealed a significant difference between the learning styles of the student- respondents who belong to the average group and the poor group with chi-square value of 16.482 and with the Exact Sig. value of .029. The result from quantitative data led to the rejection of the null hypothesis which states that, there are no significant differences among the learning styles of the student-respondents who belong to the above average, average and poor group.

These findings from the quantitative data was confirmed by the result of the qualitative data from the responses obtained in the focus group discussions conducted for teachers, where two out of three teacher-participants said, "learners from above average group have a different learning styles in their approach to language learning but mostly individual, kinesthetic and auditory".

They said further that the average learners used group, kinesthetic and auditory, while the most used learning style for the poor group is group learning style, with these, it can be said that student learning styles are different from one another. The result of this study are consistent with the point of view of Gilakjani (2012), that people's learning styles will vary because everyone is different from one another. Gardner (1999) supported the above claim about his multiple intelligences, and these intelligences reflect a pluralistic panorama of learners' individual differences by telling that learners are unique and different

from one another. It implies that students from the three different groups have individual differences in their learning styles, however as evident from the findings, there are learning styles which appeared to be dominant in each group.

The supporting table below presents the comparison of the respondents' learning style who belong to the above average, average and poor group .As figured out in table 6, the learning style preference of the above average learner was auditory. This is probably due to the usual classroom instruction or the typical one, where students are used to oral lecture format especially in English subjects.

Table 8

Comparison of Learning Styles of the Student-Respondents from the Average and Poor Group

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	16.482(a)	9	.054	.029
Likelihood Ratio	18.026	9	.035	.050
Fisher's Exact Test	16.245			.021
N of Valid Cases	90			

Furthermore, as seen on the cross tabulation of their scores in the teacher-made activities, most of the average group of learners or 35 out of 59 were auditory as compared with the poor group where there were only 8 respondents or 18.6 percent. As evident on the table, group learning style has the most numbered learning style from the poor group of learners with 9 or 60.00 percent as compared to the average learners to have 6 respondents or 40.00 percent. This

means that group learning is the most prevalent style for this group. These findings on poor group of learners jibed with the qualitative data gathered in a focus group discussion for teachers, where in two out of three teacher participants said that, "group learning style is the most appropriate for poor group of learners because they can learn from their peers, and group efforts may help them learn the English language effectively".

Table 9

Learning Style and Performance Category Cross Tabulation

Learning Style Category			Student-Respondent's Performance Category		Total
			Average	Poor	
Learning Styles Category	A	Count	35	8	43
		% within Learning Style	81.4%	18.6%	100.0%
	A-G	Count	0	2	2
		% within Learning Style	.0%	100.0%	100.0%
	A-V	Count	1	0	1
		% within Learning Style	100.0%	.0%	100.0%
	G	Count	6	9	15
		% within Learning Style	40.0%	60.0%	100.0%
	I	Count	1	0	1
		% within Learning Style	100.0%	.0%	100.0%
	T	Count	5	4	9
		% within Learning Style	55.6%	44.4%	100.0%
	T-G	Count	1	2	3
		% within Learning Style	33.3%	66.7%	100.0%
	V	Count	6	4	10
		% within Learning Style	60.0%	40.0%	100.0%
	V-G	Count	1	0	1
		% within Learning Style	100.0%	.0%	100.0%
	V-T	Count	3	2	5
		% within Learning Style	60.0%	40.0%	100.0%
Total		Count	59	31	90
		% within Learning Style	65.6%	34.4%	100.0%

From these findings, it can be implied that, the poor group of learners, seem to feel more comfortable, productive, and relaxed by working in their ways,

e.g. in pairs, or in groups where their voices would be heard, and views listened to and valued. This can be a message for teachers not to let their students work alone. Rather it is more faithful to encourage them to have interaction with each other and share ideas. One advantage of this practice may be is the fact that such interaction provokes greater involvement and participation than working individually. It fosters learner responsibility and independence, it can improve motivation and contribute to a feeling of cooperation and warmth in class (Barzegar and Tajalli, 2013).

Furthermore, *it* can be gleaned from the table, that no one from the poor group has individual learning style as there is 1 respondent or 100.00 percent from the average learners.

This is somewhat true from the findings on the qualitative data, where all of the teacher- participants said that, "individual learning style is not suited to poor group of learners, this is only for above average or average group of learners".

It can be implied from the results that above average and average group of learners seem to consider language learning less stressful if they will work alone rather than talking with groups and in peers.

As depicted in the table, the rest of the learning styles vary in number as compared with the two groups or learner's category. This means that the respondents who belong to the groups differ in styles in their approach to English language learning. It further implies that as a group they have dominant

style based from their scores, however their styles in language learning vary individually.

Teaching Methods, Learning Strategies and Learning Styles in English Language Teaching and Learning

Table 10 shows inputs based on the findings of the study focusing on the teaching methods, learning styles and strategies in English language teaching and learning.

Table 10

Proposed Teaching Methods, Learning Strategies and Learning Styles in English Language Teaching and Learning

Kind of Learners	Learning Styles	Learning Strategies	Teaching Methods
Above Average Group	➤ Auditory	➤ Inducing ➤ Conversational Patterns ➤ Practicing	➤ Information sharing ➤ Debate ➤ Convincing ideas ➤ Pronunciation drill ➤ Repetition ➤ Memorization ➤ Patterned practice
Average Group	➤ Auditory ➤ Group ➤ Tactile ➤ Visual ➤ Individual	➤ Practicing ➤ Role-playing ➤ Using Context ➤ Personalizing ➤ Brainstorming	➤ Information sharing ➤ Negotiation of meaning ➤ Here-and-now activities. ➤ Activities emphasizing meaning not in form
Poor Group	➤ Group ➤ Tactile-Group ➤ Auditory-Group ➤ Visual ➤ Auditory	➤ Self-Evaluating ➤ Brainstorming ➤ Using Context ➤ Cooperating ➤ Role-playing	➤ Group work ➤ Reflection ➤ Observation ➤ Listening ➤ Free Conversation ➤ Here-and –now activities ➤ Activities emphasizing meaning not in form ➤ Negotiation of meaning

The above average learner was identified to be auditory learner, most of the proposed learning strategies are in cognitive and linguistic aspect. Inducing is looking for patterns and irregularities, like discovering the rule for learning the simple past tense while the conversational patterns and practicing are on the linguistic aspect, like using expressions to start a conversation and doing controlled exercises to improve knowledge and skills are some of the suggested activities. Methods appropriate for them are activities like information sharing, debate, making convincing ideas, pronunciation drill, repetition, memorization, and patterned practice. These activities are more on meaning and function concerning English language learning, activities are more difficult compared to the other group of learners.

On the average kind of learners, almost all learning styles were used. Most of the strategies proposed were a combination of interpersonal on role-playing which means pretending to be somebody else and using the language for the situation they are in. Linguistic on practicing which means doing controlled exercises to improve skills in speaking or writing and other skills, and using context which means using the surroundings where the learners are in, to guess the meaning of words, phrases and concepts, and affective on personalizing which means learners share their own opinions, feelings and ideas about a subject, and creative on brainstorming which means thinking as many new words and ideas as they can in a group. Some of the methods proposed were activities like information sharing, negotiation of meaning, here- and-now

activities and activities emphasizing meaning, not form of language. These activities focused more on vocabulary and meaning, and not so much with the rules of grammar. Further the learners will lose themselves in this method, while promoting low anxiety language classroom. Thus, promotes language learning.

On the poor kind of learners, the most dominant style is group, but there are other styles revealed from the results. Some of the proposed learning strategies were: self-evaluating, brainstorming, using context, cooperating, and role-playing. Self-evaluating means, thinking about how they did on learning tasks and rating themselves on the scale, this may help them improve as to which learning style would be the most appropriate to use in English language learning, the rest of the learning strategies are group related activities as reflected to be their most preferred learning styles. Some of the proposed teaching methods were: group work, reflection, observation, and listening, free conversation, and here-and –now activities. These activities emphasize meaning not in form but it promotes collaboration and cooperation within the group members, which made this activity suited for poor group of learners.

From the results, the following inputs were drawn for language teaching along learning styles and strategies. Learning styles from the different group of learners vary in terms of language learning, a successful learner used learning style accompanied with learning strategies. Now that these learning styles were identified, teachers can already begin helping their less successful students

improve their performance by paying more attention to learning styles seen as productive and they have to teach these learners be responsible with their own learning by introducing learning strategies. A strategy is useful if the following conditions are present: First, the strategy relates well to the language task at hand; second, the student employs the strategy effectively and links it with other relevant strategies for doing the task; and the strategy coordinates with the student's general learning style preferences to one degree or another. Strategies that fit these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990). They have to foster reflective, developing independent learning strategies and encourage a reduced dependence activity especially for the poor group of learners. These also entitles teachers to give challenging yet attainable activities that go beyond their comfort zone in the case of the above average or even in other group of learners.

As to language teaching methods, they offer the opportunity to teach by using a wide range of methods in an effective way as what we call as learning style approach. Teachers can incorporate learning styles into their classroom. They should teach students in ways to which they can more easily relate in language lessons, for sticking to just one method unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson. Teachers as the primary implementers of the curriculum can now manage their classroom instruction in language teaching if they will really recognize the

groups they are called to. Of course, they may not know every detail; however, being aware of the students' learning styles, sensory modalities and motivational differences will help teachers regulate lessons appropriately.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the salient findings, conclusion and recommendations of the study.

Summary of Findings

The following were the salient findings derived from the study.

1. The average age of the respondents is 14.15 years old with a standard deviation of 1.61.

2. Fifty-nine respondents or 64.84 percent were females, and 32 respondents or

35.16 percent were males.

3. A number of 36 or 40.00 percent of the respondents' fathers were elementary level, and 20 or 22.22 percent of the respondents' mothers were graduates of high school.

4. Self-employment showed the highest number of parents' occupation with 71 respondents or 78.02 percent fathers and 70 respondents or 76.92 mothers.

5. Most of the families earned 6,500.00 and below with 73 respondents or 80.22 percent. The socio-economic status of the respondents belonged to low socio-economic classification.

6.   The mean of the respondents' grade in the second quarter was 82.18 with a standard deviation of 3.08.

7.   Ninety-one of the respondents or 100.00 percent graduated from public elementary schools.

8.   Most of the respondents or 94.51 percent were speaking Waray as their first language.

9.   Based on the Perceptual Learning Style Preference Questionnaire (PLSPQ), the above average learner was identified to be auditory, kinesthetic, visual and tactile as their major learning style, while visual, tactile and individual as their minor style and group learning style as the negligible. The average group was identified as auditory and kinesthetic as their major style, while group, visual, tactile and individual was identified as their minor learning style preference, none from the learning styles were negligible from this group. The poor group of learners was identified to prefer mostly on group learning style as their minor style in English language learning, also tactile, kinesthetic, visual, and individual, while it was identified that auditory learning style was their major style and none from the styles were negligible.

10.   The learning style preference of the student-respondents as perceived by the teacher on the above average learner was auditory, and also the average ones, while the most dominant style for poor group of learners was group learning style. Aside from the above average group, average and poor group employed a combination of styles in their approach to language learning.

11.   Group learning style had significant relationship with age with the p-value of 0.005 at 0.05 level of significance.

12.   Tactile learning style had significant relationship with the respondents' profile in terms of the respondents' parent's highest educational attainment with p-value of 0.019 at 0.05 level of significance for fathers, and with the p-value of 0.01 lesser than the level of significance at 0.05 for mothers.

13.   Individual learning style has significant relationship with the respondents' profile in terms of their father's highest educational attainment with the p-value of 0.011, lesser than the level of significance at 0.05. These results led to the rejection of the null hypothesis that there is no significant relationship between the learning styles in English language learning and the student-respondents' profile.

14.   The rest of the learning styles like auditory, kinesthetic and visual showed no significant relationship with the student-respondents' profile.

15.   The learning styles of the student- respondents who belong from the above average, average and poor group showed significant difference with the chi-square value of 16.48 and a p-value of 0.054 which led to the rejection of the null hypothesis that there are no significant differences among the learning styles of the student-respondents who belong from the above average, average and poor group.

Conclusions

Based on the aforementioned findings, the following conclusions were considered:

1.   As to the respondents' profile the average age of the grade 8 students is 14.15 years old. It is expected that all learning competencies in the spiral approach of progression in the K to 12 curriculum must be met. As to gender, the group was female-dominated. It can be conclude that gender differences matters in English language learning and should be considered in language teaching. As to parent's highest educational attainment, their mothers appeared to have the highest educational attainment than their fathers. Both parents have not gone through higher level of education where teaching and reinforcing learning language at home is not possible. Therefore these factors might affect in the respondent's ability to learn the language. On the other hand, most of the parents were self-employed and they belonged to low socio-economic status. It can be concluded that the ability of the family to support the financial needs of the respondents to support in terms of books, and other learning materials were limited, which may affect to a successful language learning. As to the respondent's grade in English, the mean was 82.18, therefore, almost all of them have not performed well in the subject. From the findings it can be concluded that these respondents need intervention to have an improve language learning. As to where they graduated in their elementary education, all of them graduated from public elementary schools. It can be conclude, that these

respondents have the same basic foundation and instructions received from public elementary schools, since teachers belonged to the same system of education, and as to their first language used at home, majority of them were speaking Waray as their first language. It can be concluded that these group of learners have one and well developed first language skill which are head start in learning another language or the second language.

2.   The above average learner was identified to be auditory, kinesthetic, visual and tactile as their major learning style, while visual, tactile and individual as their minor style and group learning style as the negligible. The average group was identified as auditory and kinesthetic as their major style, while group, visual, tactile and individual was their minor learning style preference, none from the learning styles were negligible from this group. The poor group of learners was identified to prefer mostly on group learning style as their minor style in English language learning, also tactile, kinesthetic, visual, and individual, while it was identified that auditory learning style was their major style and none from the styles were negligible. It can be concluded that learners from the different groups may learn the English language with the combination of the different learning styles, they may develop other styles aside from their major learning style, and may use minor styles in which they can function well as a learner.

3.   The learning style preference of the student-respondents as perceived by the teacher on the above average learner was auditory, and also the

average ones, while the most dominant style for poor group of learners was group learning style. Aside from the above average group, average and poor group employed a combination of styles in their approach to language learning. Most students possessed multiple learning styles and majority of them have dominance in one or more styles of learning. From the typology of learning styles it can be conclude that these learners may learn differently. However, it is important to realize that no one style is better than another. Students have to prepare to expand their learning style repertoire for more empowered learning in a variety of language learning situations.

4.   There are significant relationships between the learning styles in English language learning and the student-respondents profile along age and parent's highest educational attainment. Group learning style showed significant relationship to age with p-value of 0.005 at 0.05 level of significance, tactile learning style showed significant relationship with the respondents' parent's highest educational attainment of fathers with the p-value of 0.019 at 0.05 level of significance, and of mothers with the p-value of 0.01 lesser than the level of significance at 0.05. Individual learning style had significant relationship with the highest educational attainment of the fathers with the p-value of 0.011, lesser than the level of significance at 0.05 while the rest of the learning styles had no significant connection with their profile. It can be concluded that learning style varies based on parent's influence and orientation at home and based on their age. Therefore, educators must consider these differences to address these

individual varieties to meet the needs of the students who came from different age group and different orientation.

5.   There are significant differences among the learning styles of the student-respondents who belong to above average, average and poor group, with the chi-square value of 16.48 and a p-value of 0.054 which led to the rejection of the null hypothesis. Learners as a group have one dominant style, however in a group their learning styles vary. It can be concluded that some respondents might need instruction presented more on auditory, while others might require more group, kinesthetic, or tactile types of instruction or a combination of these styles based on the findings of the study. Without adequate knowledge about their individual style preferences, teachers cannot systematically provide the needed instructional variety. In addition, teachers should take into consideration the differences in learning styles among students and enhance students 'learning strategies for their successful learning. When teachers are aware of the importance of learning styles, they can provide a good map to their students. The results of the study have shown that differences do exist in learning styles among the students from different groups such differences should be taken into account when teaching foreign languages. Students have particular learning style preferences and these preferences may be different among above average, average, and poor group of learners.

7.   Grade-8 students from above average, average and poor group proved to be different in styles in English language learning, this led to the

conceptualization of the proposed learning styles and strategies and the teaching methods appropriate to the kind of learners. It can be concluded that in designing methods into language teaching, this should be at the level of learning of the students. It is important, that the teacher is aware as to who are going to receive the instruction in order to design the appropriate methods and to choose the kind of materials that are needed in the instruction for an efficient and effective teaching and learning to happen.

Recommendations

Based on the findings of the study, the following recommendations were considered relevant in view of improving English language learning.

1.   Based on the profile of the student-respondents, along age, it is recommended that they should perform the competency level of the grade-8 students based on the spiral progression in the K to 12 curriculum which includes oral language, fluency, writing and composition, grammar awareness and structure, vocabulary development, reading comprehension, listening comprehension, attitude towards language, literacy and literature, study strategies and viewing. As to their sex, teachers should consider the variety of learning styles between males and females, they have to teach students, what learning styles are effective for males, which can also be effective for females and the other way around. As to parent's highest educational attainment, teachers need to understand those students who have no follow up at home in their

approach to language learning, and that will serve as an input for teachers, to give much more attention to students who have parents with lower educational attainment or parents who have not gone through higher education or parents without knowledge on the language where it is used and applied. As to parent's occupation and monthly family income, the teacher should consider the materials used and assignments, or outputs given to consider their purchasing ability. The use of contextualized materials are suggested to make these students learn the language without spending too much. For the administration, it should also be an input, where they could start helping these learners by providing language learning materials readily available in school and accessible to all, like the use of auditory materials, speakers, multimedia presentations, and others that will directly support the learning style differences of the students. As to their grade in English, students should strengthen their weak areas or skills in order to have an improved performance and proficiency in English. Minor learning styles need to be developed and practice combining other learning styles that would help them for an improved English language learning. As to their previous schools, which are public elementary, now that they are in public high school, teachers should learn how to improve their teaching methods and learn how to help these learners pass the subject without compromising the quality of education that they could get and, as to their first language used, teachers from lower grades as mandated in the k to 12 curriculum should help learners develop their first language or their mother tongue, establishing this

skills and mastery in their first language helped students learn successfully in the second language which is English.

2.   Based from the findings, most of the student-respondents were auditory. It is recommended that most of the lesson should be presented more on auditory activities, like for example, pronunciation drill repetition, memorization, and patterned practice. Teachers need to start where the student can learn. In addition, other students were perceived to combine learning styles in their approach to language learning, it is recommended that they should activate multiple ways of meaning making activities, start from their strong preference specially when introduced to a new lesson and develop styles which they feel they can function well in language learning.

3.   According to the result, there are significant differences of learning styles to student-respondents who belong to above average, average and poor group. There was a dominant style for every group, above average learner was auditory, most of the average learners were also found auditory while there are others from this group used other learning styles and its combination. On the other hand the poor group was found to be dominant with the use of group learning style. It is recommended that learners who appeared to be poor in their efforts to learn the language should be encouraged to see language as a tool for communicating rather than as a body of content to be memorized. Learners from this group should foster reflective learning, develop independent learning strategies and encourage a reduced dependence on the teacher. On the other

hand, for above average group of learners, higher level of activities should be given to them to better develop their ability to learn the language and not to be reluctant on their preferred ones. Similar with the average group of learners, they need to practice and develop more skills to have an improved and better performance in language learning.

4.   Based on the result of the study, appropriate teaching methods should be given as to the kind of learners a teacher have. Average group are appropriate for methods like information sharing, debate, convincing ideas, pronunciation drill, repetition, memorization and patterned practice. On the other hand, the average group of learners are appropriate for methods like, information sharing, negotiation of meaning, here-and-now activities and activities emphasizing meaning not in form, while it is recommended for the poor group of learners to have methods like group work, reflection, observation, listening, free conversation, here-and –now activities and activities emphasizing

meaning not in form. In addition students need to accompany their learning styles with learning strategies for better language learning.

5.   Parents should be made aware about the different kinds of learning styles to help their child learn best.

6.   There is a need for English teachers to attend conferences and/or workshop whereby professional development are earned for the purpose of

learning about teaching and learning style strategies, applications, theories and methods.

7.   Teachers should audit their own classroom practices to identify the strategies that they themselves favor. Teaching style and learning style are closely related. These can be seen as two sides of one coin. Learners are more likely to 'stretch' their own learning style and develop greater flexibility as learners if teachers 'stretch' their own teaching style and develop greater flexibility as teachers. Stretching their style and increasing the range of teaching strategies they employ will help teachers cater to the different learner types that will almost certainly exist in their classrooms.

8.   A replication of this study be undertaken to further test the validity and reliability of results, thereby leading to the conception of new discoveries on English language learning.

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APPENDICES

APPENDIX A

LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT
Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City, Samar

December 18, 2017

MARIZA S. MAGAN, Ed.D., CESO V
Schools Division Superintendent
Division of Samar
Catbalogan City, Samar

Dear Ma'am:

     The undersigned is a masteral student of Samar State University, Catbalogan City. She is conducting a research study entitled, " Learning Styles in English Language Learning", in partial fulfillment of the requirements for the degree of Master of Arts in Education, major in English

     In this regard, the researcher would like to ask permission from your office, if you would allow her to DISTRIBUTE QUESTIONNAIRES AND TEACHER-MADE ACTIVITIES TO GRADE-8 STUDENTS AND CONDUCT A FOCUS GROUP DISCUSSION TO ENGLISH TEACHERS of the Secondary Schools of Wright II District within the month of JANUARY 2018.

     I am hoping for your favorable approval for this request.

     Thank you!

Respectfully yours,

(Sgd.) MECHILLE QUEBEC-PEDRERA
Researcher

Noted:

(Sgd.) REDENTOR S. PALENCIA, Ed.D.
Adviser

Recommending Approval:

(Sgd.) FELISA E. GOMBA, Ph.D.
Vice President for Academic Affairs/
Acting Dean, College of Graduate Studies

Approved:

(Sgd.) MARIZA S. MAGAN, Ed.D., CESO V
Schools Division Superintendent

APPENDIX B

LETTER TO THE SCHOOL PRINCIPAL

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City, Samar

January 15, 2018

MERCEDES P. DACO, Ed. D.
Secondary School Principal III
Casandig National High School

Dear Maam:

Greetings!
The undersigned is presently conducting a research entitled, "**Learning Styles in English Language Learning**," in partial fulfillment of the requirements for the degree of Master of Arts in Education, major in English.

In this regard, the researcher would like to ask permission from your office, to allow her to DISTRIBUTE QUESTIONNAIRES AND TEACHER-MADE ACTIVITIES TO GRADE-8 STUDENTS AND CONDUCT A FOCUS GROUP DISCUSSION TO ENGLISH TEACHERS in your school, within the month of January 2018.

Hoping for your favorable approval for this request.

Thank you!

Respectfully yours,

(Sgd.)**MECHILLE QUEBEC-PEDRERA**
Researcher

Approved:

(Sgd.) **MERCEDES P. DACO, Ed. D.**
Principal III

APPENDIX B
LETTER TO CONDUCT RESEARCH USING THE INSTRUMENT

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City, Samar
College of Graduate Studies

December 18, 2017

Dear Maam/Sir:

The undersigned would like to ask your approval on the attached instruments in

the conduct of my research, entitled, "**Learning Styles in English Language Learning**".

Thank you very much.

Sincerely yours,

(Sgd.)**MECHILLE QUEBEC-PEDRERA**
Researcher

Noted:

(Sgd.) **REDENTOR S. PALENCIA, Ed.D.**
Adviser

(Sgd.) **FELISA E. GOMBA, Ph. D.**
Chair

(Sgd.) **RONALD L. ORALE, Ph. D.**
Member

(Sgd.)**NORA L. LOPEZ. Ph. D.**
Member

APPENDIX C

COVER LETTER OF QUESTIONNAIRE FOR STUDENT-RESPONDENTS

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar

January 04, 2018

Dear Respondents,

Greetings!

The undersigned is presently conducting a research entitled "**Learning Styles in English Language Learning**".

In this connection, I would like to request you to be one of the respondents of this study. Rest assured that your answers would be treated with utmost confidentiality.

Thank you very much for your cooperation.

Sincerely yours,

(Sgd.)MECHILLE QUEBEC-PEDRERA
Researcher

APPENDIX D

QUESTIONNAIRE FOR THE STUDENT-RESPONDENTS OF THE STUDY

DIRECTIONS: This questionnaire consists of two major parts, namely: (a) Student-Respondents' Personal Profile; and (b) Student Respondents' Perceptual Learning Style Preferences. Please read each item carefully and do not leave an item unanswered.

PART I. STUDENT-RESPONDENTS' PERSONAL PROFILE

Name (optional)   :

_____

Age   : _____   Sex ( ) Female
                              ( ) Male

Parent's Educational Attainment

Father   Mother

( ) Elementary Level   ( )
( ) Elementary Graduate   ( )
( ) High School Level   ( )
( )   High School Graduate   ( )
( )   College Level   ( )
( )   College Graduate   ( )
( )   Graduate/Post-Graduate ( )

Parent's Occupation: ( ) Self-employed
                                  ( ) Government Employee
                                  ( ) Private Employee

Average Family Income per Month (*in pesos*) :
                                  ( ) 6,500.00 below
                                  ( ) 6,501.00-19,999.00
                                  ( ) 20,000.00 above

Elementary Graduated from:
                                  ( ) Private School
                                  ( ) Public School

Grade Level Enrolled in: Please specify: _____

English Grade for the Second Quarter: Please specify: _____

First Language of the student- respondents:
- ( ) Waray
- ( ) Filipino
- ( ) English
- ( ) Others please specify: _____

PART II: PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

(Copyright 1984, by Joy Reid. Explanation of learning styles was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas 67208)

Directions: People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by "hands-on" tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (SA)
Agree (A)
Undecided (U)
Disagree (D)
Strongly Disagree (SD)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					

2. In class, I prefer to participate in role-plays, class presentation and games to improve fluency and pronunciation.					
3. I get more work done when I work with others.					
4. I learn better when I study with others.					
5. In class, I learn best when I work with others.					
6. I understand a lecture better by reading what a teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. In class, I understand what I have heard better than what I have read and seen.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. I remember things better when I study by myself.					
14. I learn more when I make something for a class project.					
15. I enjoy hands-on activities, e.g. to device and make birthday cards and bookmarks and to make wall paper.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					

21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I enjoy doing assignments together with a partner or in a small group.					
24. I learn better by reading written explainations and directions for tasks than by listening to them.					
25. I enjoy making something for a class project.					
26. I learn and remember better when I am physically involved in classroom activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to study and read alone rather than to study with classmates.					

Thank you very much!!!

APPENDIX D
FOCUS GROUP DISCUSSION QUESTIONS

Name: _____ Date: _____

Group: _____

Rationale: The purpose of this interview is to collect information from the participants about their experiences gained from the teacher-made activities, which will identify, as to which learning style is the most significant for them in English language learning.

Directions: Please answer all five (5) questions honestly as possible. All information will be kept confidential. Thank you.

1. What activity do you prefer most?

2. How do you feel about your achievement from your most preferred activity?

3. What activity do you prefer least?

4. How do you consider this activity least?

5. What activity is the most significant for you, in order to acquire and learn the language successfully?

Thank you very much!!!

APPENDIX E

Focus Group Discussion Questions for Teachers

DIRECTIONS: This questionnaire consists of two major parts, namely: (a) Participants' Personal Profile; and (b) Focus Group Discussion Questions for Teachers. Please read each item carefully and do not leave an item unanswered.

PART I. TEACHER-PARTICIPANT'S PERSONAL PROFILE

Name (optional)   :

_____

Age   : _____   Sex (   ) Female
                         (   ) Male

Baccalaureate Degree:
                 (   ) BSED
                 (   ) Others, please
specify:_____

Major/Specialization: (   ) English
                 (   ) Others, please specify:

_____

Graduate Degree   (   ) Graduated
                 (   ) CAR
                 (   ) Units earned, please specify:

_____

Major/Specialization: (   ) English
                 (   ) Others, please specify:

_____

Post Graduate Degree
                 (   ) Graduated
                 (   ) CAR
                 (   ) Units earned, please specify:

_____

Teaching Experience: (   ) 3 years and below
                 (   ) 3-6 years
                 (   ) 6-9 years
                 (   ) 9 years and above

PART II. FOCUS GROUP DISCUSSION QUESTIONS FOR TEACHERS

Rationale: The purpose of this interview is to collect information about the participants' most preferable learning style as perceived by the teacher and the teachers' experiences in delivering lessons covering the six (6) learning styles.

Directions: Please answer all five (5) questions honestly as possible. All information will be kept confidential and will not affect your personnel records. You may choose to keep your survey anonymous. Thank you.

1. What learning style is the most appropriate in English language learning of the participants who belong to the above average, average and poor group?

2. How were you able to determine the learning style preference of the participants who belong to the above average, average and poor group?

3. Did the knowledge of the participants' learning style impact your instruction? If so, in what manner did it change from your typical methodology?

4. What is the most appropriate teaching style did you use in English language learning for the student-respondents who belong to the above average, average and poor group?

5. Did the knowledge of your teaching style impact your instruction? If so, what changes did you notice?

Thank you very much !!!

APPENDIX F

TEACHER-MADE ACTIVITIES

This activity has six parts that will identify the auditory, visual, kinesthetic, tactile, individual and group scales. This are all based from the Learning Style Model of Reid.

Name: _____Grade and Sec. _____Score:_____

PART I: **On Auditory Scale:** Listening Activity

(The teacher will read a selection entitled, The Festive month of May.)

Directions: From the selection listened to, create five words from the root **port** by adding prefixes and suffixes. After each word, write its meaning. (1 point each)

Prefixes		
im-	ex-	de-
trans-	re-	

Suffixes		
-er	-ion	-
able		

Answers:

WORD ANALYSIS   MEANING THROUGH STRUCTURAL

1. _____   _____

2. _____   _____

3. _____   _____

4. _____   _____

5. _____   _____

PART II: **On Visual Scale:** (The teacher will let the students read the directions twice.)

Name: _____Grade&Sec._____ Score:_____

Directions: Find five words from the statements below which contain suffixes. Write the root word and the suffix. After each word match it with the picture given below by writing only the letter of your choice. (1 point each)

Use the example below as your guide.

celebrate + ion = celebration = A

Statements:

1. The month of May has always been associated with festivals from way back in the olden days.
2. The local celebrations retain native practices and rites.
3. An arko (arch) or baluarte is erected on the main road leading to town, announcing the patron saint after which the municipality was named.
4. Capping the Maytime festivities is the Santacruzan, a glittering nocturnal parade of famous female characters who were involved in the legendary search for the Holy Cross.
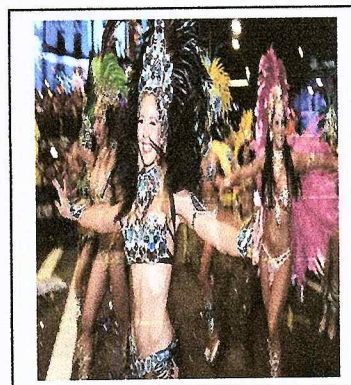
Images/Pictures
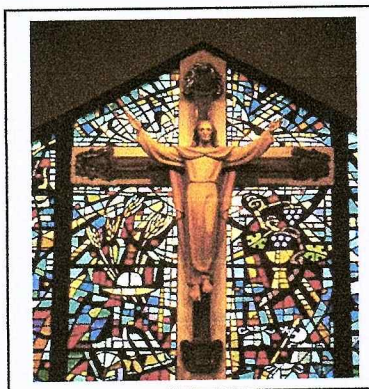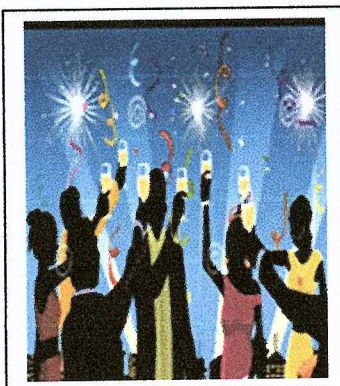
A   B   C

D

E

F

Answers:

1. _____

2. _____

3. _____

4. _____

5. _____

PART III: On Kinesthetic Scale: (The teacher will let the students demonstrate the underlined word to explain its meaning.)

Name: _____

Grade&Sec:_____Score:_____

Directions: Read and analyze the statements below and demonstrate through your actions the underlined words which contain prefixes. After demonstration, choose from the given meaning on what you mean to the underlined word. Encircle the letter of your choice. (1 point each)

1. What do you do if you <u>reread</u> a book?
    a. read it again
    b. read it for the first time
    c. don't read it

2. Ana is <u>unhelpful</u>.
    a. ilhelpful
    b. inhelpful
    c. not helpful

3. Nina <u>reopen</u> the gate for the viewers.
    a. open the gate again
    b. open the gate the whole time
    c. have not open the gate

4. The theft <u>defrauds</u> the man in green walking along the road.
    a. take money from him
    b. give him money
    c. assist him

5. A deceiving man, act in <u>unnatural</u> way.
    a. innatural
    b. inatural
    c. not natural

PART IV: On Tactile Scale:

Name: _____Grade   and   Sec:
_____Score:____

Directions: Underline the suffixes in the words listed below. If the spelling is changed when the suffix was added, write the base word and give its meaning. (1point each)

Word	Base Word	Meaning
1. shaping	_____	_____
2. introduction	_____	_____
3. generation	_____	_____
4. worldliness	_____	_____
5. temptation	_____	_____

PART V: On Individual Scale:

Name: _____ Grade and Sec._____ Score:_____

Directions: Analyze the structure of the words in Column A, then match it with the meaning in Column B by making a line. (1 point each)

Column A	Column B

Column A:

| preschool |
| prehistoric |
| invisible |
| preview |
| disable |

Column B:

| Times before events were recorded. |
| Where children might go before they start school. |
| A look at a film before it comes out. |
| Not able to be seen with the eyes. |
| Cannot perform the activities needed or carry on a certain task like to earn a living. |
| To get something ready before you need it. |

PART VI: On Group Scale:

Name: _____Grade&Sec: _____Score: _____

Directions: From the given meaning, solve the cues to complete the crossword. (1 point each)

ACROSS

2. May happen to your teeth if you don't clean them.
3. To beat somebody at something.
5. To leave.
6. To make smaller
7. You have to make one if you have a choice.
8. Done to a bomb so that it doesn't explode.

DOWN
1. To let air out of something.
2. An airplane has one if it doesn't leave on time.
4. Done to a car when it is icy.
5. You do this to a computer file when you no longer need it.
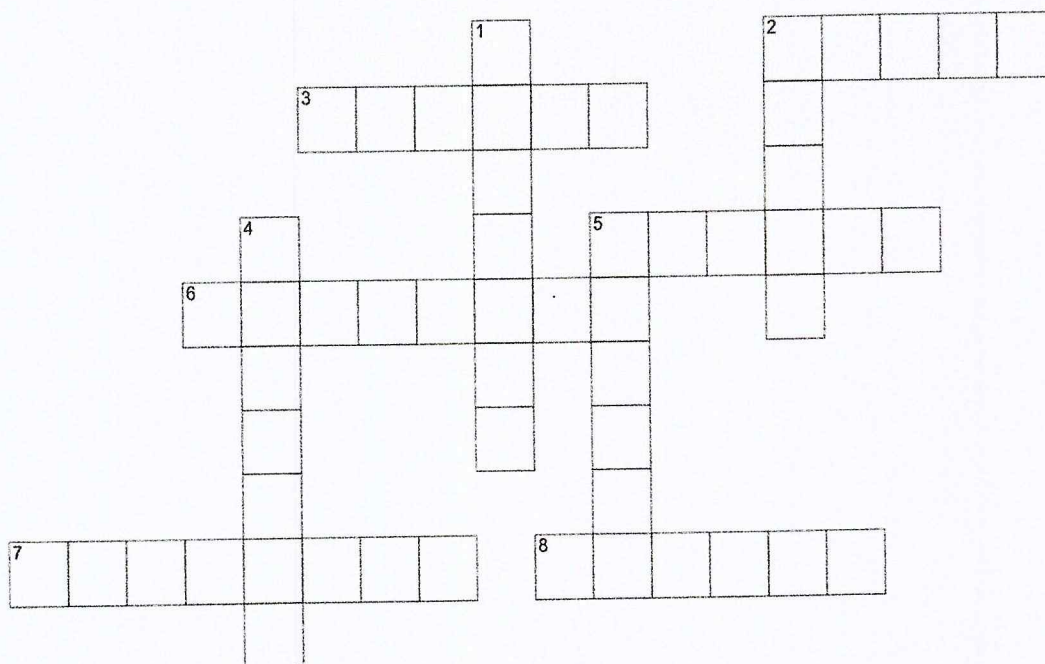
CURRICULUM VITAE

CURRICULUM VITAE

Name	:	MECHILLE QUEBEC-PEDRERA
Date of Birth	:	May 23, 1984
Citizenship	:	Filipino
Status	:	Separated
Height	:	5'0"
Weight	:	46 kls.
Religion	:	Protestant

EDUCATION

Graduate Studies	:	Master of Arts in Education major in English Samar State University Catbalogan City, Samar On Thesis Writing
Undergraduate Studies	:	Certificate in Teaching major in English Samar College Inc. Catbalogan City, Samar 2013-2014 Bachelor of Science in Commerce Major in Banking and Finance Saint Mary's College of Catbalogan Catbalogan City, Samar 2001-2005
Secondary Education	:	Wright Vocational School Lipata Paranas, Samar 1997-2001
Elementary Education	:	Lokilokon Elementary School Lokilokon Paranas, samar 1991-1997

TRAININGS/SEMINARS ATTENDED

Division Training in Basic Campus Journalism and Campus Paper Management for Elementary and Secondary School Paper Management for Elementary and Secondary School Paper Advisers, Catbalogan City, Samar, October 12-14, 2017.

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