

# [Introduction on their own; and others tend](https://assignbuster.com/introduction-on-their-own-and-others-tend/)

INTRODUCTION                    Learning styles is a termthat describes the variations among learners in using one or more senses tounderstand, organize, and retain experience (Dunn and Dunn 1979).

It iscommonly believed that each of us learn best in various ways and sometimes weeven use a variety of learning styles. In the 1970’s the idea of individualized” learning styles” was originated and became popular in the recent years. Theconcept has its origin in the early idealistic philosophy of Williams James andthe psychology of Carl Jung. Research into learning styles illustrates howlearner retrieve and map any new information presented to them and studies haveidentified a variety of individual preferences in the understanding ofinformation (Alghamdi, 2010, p.

4). Students are different from each other andeach of them has their own learning style that is used when they are doingspecific tasks. Each learner learn in different ways: some tend to learn byseeing; others tend to learn by hearing; some tend to learn on their own; and otherstend to learn by interacting with their peers (Riazi and Riasati, 2005).                  This year we are expecting thefirst batch of senior high school to graduate in the new curriculum programcalled K-12 in the Philippines. Senior high school (SHS) is the additional 2years in high school in which they offer different tracks it could be STEM, ABM, HUMMS, GAS, TECH VOC etc. students will choose defending to theirpreferred course in college. They are expected to graduate with equip knowledgeand skills.

However in an academic track, English educators agree thatproficiency in the English language is the basis for success in academicpursuits (Lasaten and Racca, 2016). Meaning pursuing academic track requiresthe use of English language. The more the students are proficient with theEnglish language, the more they are likely to perform well in their academicsubjects. As defined in the dictionary Proficiency is the state or quality ofbeing proficient; skill; competence. And being proficient especially in Englishis an edge it can be in studying or in the actual field.

English has been usedwidely all over the world. It is used as a means of communicationinternationally to communicate and to transfer their ideas, thoughts, feelings, or messages. And we all know that today in order to be globally competitive weneed to be proficient in English. In English it has four basic languageskills: they are reading, listening, writing, and speaking.

Those skills arerelated to each other because it will be impossible for us to talkwithout listening to what the person is speaking and it is also impossible forus to write without reading what we are writing, that’s why it cannot beseparated. And those four are we need to master. Each of such learn differentlyfrom one another especially in learning a language, some learners preferwritten information and facts; others have a preference for visual clues suchas graphic and videos, while some learn best when provided with verbalinstructions or an opportunity to interact with others. Learning styles arepresented to fit the needs of individuals, to teach them in a way which theycan gain the best out of applying the learning style, to know how to helppeople to learn in an efficient way (Alghamdi, 2010, p. 4). If students areaware of their own learning style preferences they try to learn to what theyare effective in learning especially in English subject. It will be useful forthem to learn the English subject and possibly be proficient if they recognizedthey own learning style preferences, because according to Azlinda (2006, p.

1)students learning styles influences their ability to acquire information andrespond to the learning environment.               This study will focused on Grade12 Senior High students in Calayan Educational Foundation Inc. (CEFI), particularly to students who are taking academic tracks such as STEM, ABM, andHUMMS but since there is no GAS offered in CEFI it will not be included. Backgroundof the Study                 This study will be conductedbecause the researcher was motivated by the 9 Multiple Intelligences of HowardGardner and by this the researcher come up with the idea of researching theStudents Learning Style since learners excel in their own intelligences theyuse also different learning style and because the researcher is an Englishmajor she wants to know if Students Learning Styles affect or have anysignificant difference when grouped with their English proficiency level. Shechooses Grade 12 students to be the subject of the research because they willbe college next year and since they choses academic track they will be moreengage in the English language. Objectives              This study aims to know Grade 12 seniorhigh school students with academic track (STEM, ABM, HUMMS and GAS) theirEnglish proficiency and learning styles and to identify the relationship amongthe two variables. 1.     English Proficiency level of Grade 12students in terms of: 1.

1  reading1. 2  writing1. 3  listening1.

4  speaking2.     Students learning style in terms of: 2. 1  VisualLearning Style2. 2  Auditory Learning Style2. 3  KinestheticLearning Style2. 4  TactileLearning Style2. 5  GroupLearning Style2.

6  IndividualLearning Style3.     Is there a significant differencebetween the English Proficiency level of the students when grouped according totheir learning style? LiteratureReviewLearning Styles                 According to Alghamdi (2010)Both teachers and students should know about learning styles. It is importantto know the way in which they learn best and when the learning styles areidentified, teachers should know the appropriate way to teach and must put inmind the different learners.” There are claims and proofs that age, socio-economic status, intelligence quotient (IQ), years of studying theEnglish language, field of study, culture and affective domain (motivation, anxiety, self-efficacy, etc.) and even the exposure to the language can befactors in identifying the language learning style preferences of the learners”(Paguio 2015, p.

21).                In the study of Man-fat Wu (2010)entitled „ An Exploratory Study of the Language-learning Style Preferences andLanguage-learning Motivation of ESL Learners at a Vocational EducationInstitute in Hong Kong, he found out that Auditory preference was the most popular(23. 3%). This was followed by kinesthetic (17. 9%) and group (17. 9%)preferences.

He concluded that auditory, kinesthetic and group preferences werethe most popular learning style preferences among the participants. However, theleast popular preference was visual. The next least popular was individualpreference. Similarly Trinidad (2008) administered VARK LearningPreference Test (Fleming 2001) to 298 students from Southern IllinoisUniversity Carbondale and Ranken Technical College, and it was revealed thatthe highest number of the participants (227) estimated almost around (76. 6%)preferred kinesthetic learning style.  English Proficiency                   Language proficiency isabout to what degree a person can use reading, listening, writing, and speakingskills as well as how much a person can understand the language in context(Richards & Schmidt, 2002). According to Blagojevich, Ruiz and Dunn (2004), English language proficiency: English language learners’ communicationinformation, ideas and concepts necessary for academic success in the contentarea of social studies.

Limited English proficient student is defined as astudent whose first language is a language other than English who is unable toperform ordinary classroom works in English (Driscoll, 2003). Ming-Nuan Yang(2010) of Chang Gung Institute of Technology conducted a study which aimed toinvestigate the effects of ethnicity and language proficiency on the use oflanguage learning strategies by junior college students in Taiwan. Specifically, the study aimed to find out whether the frequency of strategy useacross aboriginal and nonaboriginal junior college students and across high, intermediate and low English Proficiency groups varies significantly. Toidentify the learning strategies that different ethnic and proficiency groupsuse, the Strategy Inventory for Language Learning (SILL) was administered to451 junior college students in Taiwan. It was found that ethnicity did play asignificant role in the election of language learning strategies.

Moreproficient students reported using strategies more often than less proficientstudents. The findings of the study communicated that may help English teachersovercome the challenge of teaching heterogeneous groups in an EFL collegeclassroom in Taiwan. Second, the learning strategies used by more proficientcollege learners might be instructed to less proficient learners. By doingthis, less proficient learners may have more practical approaches to achievesuccessful language learning. Finally, findings of the study may helpresearchers gain insight into the effects of ethnicity and language proficiencyto the overall language learning strategy use of aboriginal language learners.

However, the above mentioned studies differfrom the current study in terms of their respondents and variables. The currentstudy focuses on Grade 12 senior high students of Calayan EducationalFoundation Inc. taking up academic tracks such as STEM, ABM, and HUMMS withrespect to their English Proficiency Level, Language learning styles and theirpossible relationship to one another.  ConceptualFramework                Thestudy is a survey on the English proficiency level and learning styles. It isalso an identification on the possible relationship among Students Learningstyle when grouped and their English proficiency level.                 The researcher believes that in a languageclassroom, the teacher must accept that each learner learn differently in differentthings and different times that’s why teacher should take into account suchlearner diversities. Thus an illustration is presented to show how the studyrevolved in seeking the answer. Learning Styles English Proficiency Level                                                  Figure 1 Conceptual Paradigm of the StudyFigure 1 shows the Learningstyle and English proficiency level and the possible significant differenceamong the two variables, the English proficiency level and Learning styles whengrouped of Grade 12 Senior high school students in Calayan EducationalFoundation Inc.

in school year 2017-2018 taking up academic track such as STEM, ABM, and HUMMS will  beinvestigated.  Hypothesis                Theresearcher believes that there is no significant relationship between Englishproficiency and learning styles. Significanceof the study                  The purpose of this study is to identifythe possible relationship among English proficiency and learning styles whengrouped of Grade 12 senior high students of Calayan Educational FoundationInc.                    To the English teachers itwill help them to further understand the differences of the students in termsof their learning styles and for them to consider each of their students andmake an activity that matches the students learning style.                   To the students knowing their learning stylespreferences and their English proficiency level they will be more prepared in learningthe language.                   To the future researchers it will help them tosupport their studies if and only if their studies are related to this. Scopeand Delimitation                    This study will investigate Students learningstyles when grouped, English proficiency level and the possible relationship amongthe two of Grade 12 senior high school students of Calayan EducationalFoundation Inc.                    The study will be conducted at CalayanEducational Foundation Inc.

were the respondents are Grade 12 students who arecurrently taking academic track such as STEM, ABM,  HUMMS, and GAS.  However GAS that is also an academic trackwill not be included since the school didn’t offer this track.                    This study aims to find outif there is any possible significant difference between  English proficiency level of the students whengrouped according to their learning styles of Grade 12 students taking up onlyan academic track such as STEM, ABM, and HUMMS at CalayanEducational Foundation Inc.   Definitionof Terms Englishproficiency- consists of reading, writing, listening, and speaking. EnglishProficiency Level-itis the level of English proficiencyit will be based on the English proficiency test.

Language- Language is the communication ofthoughts and feelings through a system of arbitrary signals, such as voicesounds, gestures, or written symbols. (Merriam-Webster Dictionary). In thisstudy, it only refers to the English language. Learning- A process thatbrings together cognitive, emotional and environmental influences andexperiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and world views. LearningStyles-it is a term that describes the variations among learners in using one or moresenses to understand, organize, and retain experience (Dunn and Dunn 1979). Consist of  Visual Learning Style, Auditory  Learning Style, Kinesthetic Learning Style, TactileLearning Style, Group Learning Style, Individual Learning StyleRelationship-It means the connection, association, or involvement between entities.       METHODOLOGY             The methodology presents the steps andprocedures that the researcher implemented in order to accomplish theobjectives of this study.

It discussed research design, population andsampling, research instrument, data gathering procedure and data analysis. ResearchDesign            This study will use causal comparativeapproach.  It will investigatedifferences between two or more different programs, methods, or groups. In thisstudy it will be Students learning style and English proficiency level.           The first and second problems willfocus on employing quantitative method where the researcher will identify thestatistical data on the English proficiency level and learning styles. Theanswer for the third question will be analyzed using the chi square since it willmeasure if there is significant difference between the two variable in thestudy which is the students learning style and English proficiency level .

Populationand Sampling             The respondents of thisstudy will be 70 Grade 12 students of Calayan Educational Foundation Inc. takingup an academic track during the school year 2017-2018. Stratified randomsampling technique using Proportional Allocation will be used in this study. Byusing Slovin’s formula the number of respondents will be determined.

Slovin’s formula iswritten as: n = N / (1 + Ne^2)n = Number of samplesN = Total populatione = Error toleranceResearchInstrument              The instrument thatthe researcher will be using is divided into two parts. The first part is aboutthe English proficiency level of the students, in getting the level ofproficiency of the students, a questionnaire will be used and it will be basedon TOEFL. And if the researcher is approved to use the standardized test fromDepEd she will be using it to get the English proficiency level of the seniorhigh school students.              Thesecond part will be a Perceptual Learning Style Preferences Questionnaire(PLSPQ) that was originally developed by Reid (1987) that requires students torate themselves from strongly agree to strongly disagree on how they prefer tolearn English. The researcher will adopt the questionnaire by Reid because itwill be answering one of the objectives of the study.                  The questionnaire thatwill be used will answer the objectives of the study.

DataGathering Procedure              The researcher will be doing a request letterfirst before going to the testing proper. Upon approval, the researcher willretrieve the request letter. In administering the questionnaire, the researcherwill be using the approved time allotted given to her.

This study will useindirect method or questionnaire. The questionnaires that this study will usehave all possible questions that answer the problem raised in this study. Thestudents will be given enough time to answer the question. After data gatheringthe researcher will collect the data for tallying and to apply the statisticaltreatment that will be using in the study. DataAnalysis          In this study the researcher will use chi-square.

The chi-square statistic measures the difference between actual andexpected counts in a statistical experiment.