

Introduction on their
own; and others tend



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

It is commonly believed that each of us learn best in various ways and sometimes we even 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. The concept has its origin in the early idealistic philosophy of Williams James and the psychology of Carl Jung. Research into learning styles illustrates how learner retrieve and map any new information presented to them and studies have identified a variety of individual preferences in the understanding of information (Alghamdi, 2010, p.

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

However in an academic track, English educators agree that proficiency in the English language is the basis for success in academic pursuits (Lasaten

and Racca, 2016). Meaning pursuing academic track requires the use of English language. The more the students are proficient with the English language, the more they are likely to perform well in their academic subjects. As defined in the dictionary Proficiency is the state or quality of being proficient; skill; competence. And being proficient especially in English is an edge it can be in studying or in the actual field.

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

Those skills are related to each other because it will be impossible for us to talk without listening to what the person is speaking and it is also impossible for us to write without reading what we are writing, that's why it cannot be separated. And those four are we need to master. Each of such learn differently from one another especially in learning a language, some learners prefer written information and facts; others have a preference for visual clues such as graphic and videos, while some learn best when provided with verbal instructions or an opportunity to interact with others. Learning styles are presented to fit the needs of individuals, to teach them in a way which they can gain the best out of applying the learning style, to know how to help people to learn in an efficient way (Alghamdi, 2010, p. 4). If students are aware of their own learning style preferences they try to learn to what they are effective in learning especially in English subject. It will be useful for them to learn the English subject and possibly be proficient if they

recognized their own learning style preferences, because according to Azlinda (2006, p.

1) students learning styles influences their ability to acquire information and respond to the learning environment. This study will focused on Grade 12 Senior High students in Calayan Educational Foundation Inc. (CEFI), particularly to students who are taking academic tracks such as STEM, ABM, and HUMMS but since there is no GAS offered in CEFI it will not be included.

Background of the Study This study will be conducted because the researcher was motivated by the 9 Multiple Intelligences of Howard Gardner and by this the researcher come up with the idea of researching the Students Learning Style since learners excel in their own intelligences they use also different learning style and because the researcher is an English major she wants to know if Students Learning Styles affect or have any significant difference when grouped with their English proficiency level. She chooses Grade 12 students to be the subject of the research because they will be college next year and since they choose academic track they will be

more engage in the English language. **Objectives** This study aims to know Grade 12 senior high school students with academic track (STEM, ABM, HUMMS and GAS) their English proficiency and learning styles and to identify the relationship among the two variables. 1. English Proficiency level of Grade 12 students in terms of: 1.

1. reading
2. writing
3. listening

4 speaking2. Students learning style in terms of: 2. 1 Visual Learning Style 2. 2 Auditory Learning Style 2. 3 Kinesthetic Learning Style 2. 4 Tactile Learning Style 2. 5 Group Learning Style 2.

6 Individual Learning Style 3. Is there a significant difference between the English Proficiency level of the students when grouped according to their learning style? Literature Review Learning Styles According to Alghamdi (2010) Both teachers and students should know about learning styles. It is important to know the way in which they learn best and when the learning styles are identified, teachers should know the appropriate way to teach and must put in mind the different learners." There are claims and proofs that age, socio-economic status, intelligence quotient (IQ), years of studying the English language, field of study, culture and affective domain (motivation, anxiety, self-efficacy, etc.) and even the exposure to the language can be factors 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 and Language-learning Motivation of ESL Learners at a Vocational Education Institute 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 were the most popular learning style preferences among the participants. However, the least popular preference was visual. The next least popular was individual preference. Similarly Trinidad (2008) administered VARK

Learning Preference Test (Fleming 2001) to 298 students from Southern Illinois University Carbondale and Ranken Technical College, and it was revealed that the highest number of the participants (227) estimated almost around (76.6%) preferred kinesthetic learning style. English

Proficiency Language proficiency is about to what degree a person can use reading, listening, writing, and speaking skills 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' communication information, ideas and concepts necessary for academic success in the content area of social studies.

Limited English proficient student is defined as a student whose first language is a language other than English who is unable to perform ordinary classroom works in English (Driscoll, 2003). Ming-Nuan Yang (2010) of Chang Gung Institute of Technology conducted a study which aimed to investigate the effects of ethnicity and language proficiency on the use of language learning strategies by junior college students in Taiwan. Specifically, the study aimed to find out whether the frequency of strategy use across aboriginal and non-aboriginal junior college students and across high, intermediate and low English Proficiency groups varies significantly. To identify the learning strategies that different ethnic and proficiency groups use, the Strategy Inventory for Language Learning (SILL) was administered to 451 junior college students in Taiwan. It was found that ethnicity did play a significant role in the election of language learning strategies.

More proficient students reported using strategies more often than less proficient students. The findings of the study communicated that may help English teachers overcome the challenge of teaching heterogeneous groups in an EFL college classroom in Taiwan. Second, the learning strategies used by more proficient college learners might be instructed to less proficient learners. By doing this, less proficient learners may have more practical approaches to achieve successful language learning. Finally, findings of the study may help researchers gain insight into the effects of ethnicity and language proficiency to the overall language learning strategy use of aboriginal language learners.

However, the above mentioned studies differ from the current study in terms of their respondents and variables. The current study focuses on Grade 12 senior high students of Calayan Educational Foundation Inc. taking up academic tracks such as STEM, ABM, and HUMMS with respect to their English Proficiency Level, Language learning styles and their possible relationship to one another. Conceptual Framework The study is a survey on the English proficiency level and learning styles. It is also an identification on the possible relationship among Students Learning style when grouped and their English proficiency level. The researcher believes that in a language classroom, the teacher must accept that each learner learn differently in different things and different times that's why teacher should take into account such learner diversities. Thus an illustration is presented to show how the study revolved in seeking the answer. Learning Styles English Proficiency Level Figure 1

Conceptual Paradigm of the Study Figure 1 shows the Learning style and

English proficiency level and the possible significant difference among the two variables, the English proficiency level and Learning styles when grouped of Grade 12 Senior high school students in Calayan Educational Foundation Inc.

in school year 2017-2018 taking up academic track such as STEM, ABM, and HUMMS will be investigated. Hypothesis The researcher believes that there is no significant relationship between English proficiency and learning styles. Significance of the study The purpose of this study is to identify the possible relationship among English proficiency and learning styles when grouped of Grade 12 senior high students of Calayan Educational Foundation Inc.

To the English teachers it will help them to further understand the differences of the students in terms of their learning styles and for them to consider each of their students and make an activity that matches the students learning style. To the students knowing their learning styles preferences and their English proficiency level they will be more prepared in learning the language. To the future

researchers it will help them to support their studies if and only if their studies are related to this. Scope and Delimitation This study will investigate Students learning styles when grouped, English proficiency level and the possible relationship among the two of Grade 12 senior high school students of Calayan Educational Foundation Inc. The study will be conducted at Calayan Educational Foundation Inc.

were the respondents are Grade 12 students who are currently taking academic track such as STEM, ABM, HUMMS, and GAS. However GAS that is also an academic track will not be included since the school didn't offer this

track. This study aims to find out if there is any possible significant difference between English proficiency level of the students when grouped according to their learning styles of Grade 12 students taking up only an academic track such as STEM, ABM, and HUMMS at Calayan Educational Foundation Inc. Definition of Terms English proficiency- consists of reading, writing, listening, and speaking. English Proficiency Level- it is the level of English proficiency it will be based on the English proficiency test.

Language- Language is the communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. (Merriam-Webster Dictionary). In this study, it only refers to the English language. Learning- A process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views. Learning Styles- it is a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience (Dunn and Dunn 1979). Consist of Visual Learning Style, Auditory Learning Style, Kinesthetic Learning Style, Tactile Learning Style, Group Learning Style, Individual Learning Style Relationship- It means the connection, association, or involvement between entities. **METHODOLOGY** The methodology presents the steps and procedures that the researcher implemented in order to accomplish the objectives of this study.

It discussed research design, population and sampling, research instrument, data gathering procedure and data analysis. **Research Design** This <https://assignbuster.com/introduction-on-their-own-and-others-tend/>

study will use causal comparative approach. It will investigate differences between two or more different programs, methods, or groups. In this study it will be Students learning style and English proficiency level. The first and second problems will focus on employing quantitative method where the researcher will identify the statistical data on the English proficiency level and learning styles. The answer for the third question will be analyzed using the chi square since it will measure if there is significant difference between the two variable in the study which is the students learning style and English proficiency level .

Population and Sampling The respondents of this study will be 70 Grade 12 students of Calayan Educational Foundation Inc. taking up an academic track during the school year 2017-2018. Stratified random sampling technique using Proportional Allocation will be used in this study. By using Slovin's formula the number of respondents will be determined.

Slovin's formula is written as: $n = \frac{N}{1 + Ne^2}$ n = Number of samples N = Total population e = Error tolerance Research Instrument The instrument that the researcher will be using is divided into two parts. The first part is about the English proficiency level of the students, in getting the level of proficiency of the students, a questionnaire will be used and it will be based on TOEFL. And if the researcher is approved to use the standardized test from DepEd she will be using it to get the English proficiency level of the senior high school students. The second part will be a Perceptual Learning Style Preferences Questionnaire (PLSPQ) that was originally developed by Reid (1987) that requires students to rate themselves from <https://assignbuster.com/introduction-on-their-own-and-others-tend/>

strongly agree to strongly disagree on how they prefer to learn English. The researcher will adopt the questionnaire by Reid because it will be answering one of the objectives of the study. The questionnaire that will be used will answer the objectives of the study.

Data Gathering Procedure The researcher will be doing a request letter first before going to the testing proper. Upon approval, the researcher will retrieve the request letter. In administering the questionnaire, the researcher will be using the approved time allotted given to her.

This study will use indirect method or questionnaire. The questionnaires that this study will use have all possible questions that answer the problem raised in this study. The students will be given enough time to answer the question. After data gathering the researcher will collect the data for tallying and to apply the statistical treatment that will be using in the study. **Data Analysis** In this study the researcher will use chi-square.

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