

THE LEARNING MODALITIES OF SENIOR HIGH SCHOOL STUDENTS IN A VOCATIONAL AND INDUSTRIAL SCHOOL AND ITS RELATION TO COMMUNICATION SKILLS

FE G. LAGO, MAEd

Secondary School Teacher III

Reina Mercedes Vocational and Industrial School

Reina Mercedes, Isabela, Schools Division Office of Isabela

je.fe.lago28@gmail.com

ABSTRACT: This descriptive-correlational study aimed to describe the learning modalities of students as well as to investigate their relationship to English communication skills of Grade 11 students of Reina Mercedes Vocational and Industrial School Reina Mercedes, Isabela. There were 219 student-respondents. The Learning Style Survey of the University of Oregon Career Information System and Tests were adapted from IELTS, and some were adapted and modified from English for Academic and Professional Purposes. The following conclusions were derived from the findings: 1) The study revealed among others that students have diverse learning modalities; 2) Visual learning modality is the most dominant ; 3) Majority of the respondents' performance level in the listening, speaking, viewing, writing is average 4) There is also a significant relationship between the students' learning modalities and their performance in English communication, and 5) It is important to note that teachers need use variety of styles to suit the learning modalities of the students.

Keyword: *learning modalities, visual learner, auditory learner, tactile learner, communication, English communication, macro skills, reading skill, speaking skill, and writing skill*

I. INTRODUCTION

Teachers in the Philippines are confronted with great diversity among their students because of the large number of students per class and the diverse range of abilities and attributes; teachers are faced with the challenge of facilitating the teaching and learning process in the classroom effectively. Therefore, Filipino teachers are encouraged to examine how these complex personalities would effectively and guide them to learn how to learn.

In this study, quantitative data were collected through a questionnaire that aims to identify the learning modalities of the student-respondents and to identify their performance level in English communication.

Statement of Problem

Generally, this study aimed to determine the relationship of the learning modalities of senior high school students of Reina Mercedes Vocational and Industrial School Reina Mercedes, Isabela.

Specifically, it sought to answer the following problems:

Corresponding author: je.fe.lago28@gmail.com

Published by IJASE

<https://ijase.org>

1. What is the dominant learning modality of the students?
2. What is the performance level of the respondents in the following macro skills?
 - a. listening
 - b. speaking
 - c. reading
 - d. writing
 - e. viewing
3. Is there a significant relationship between the learning modalities of the students and their performance in English communication?

RELATED LITERATURE

Man uses communication in various forms to understand others and to be understood by others, believed by Bangayan- Manera (2019). As a result, effective communication occurs when the sender's information or idea is understood by the receiver.

"Oral and written languages are not kept separate and isolated from one another in natural, day-to-day experience," Peregoy and Boyle write in Chen (2007). Instead, they frequently occur in tandem, as part of specific communication events." Furthermore, Chen believes that "listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language during the language learning process." They also conclude in Chen that the teacher should include opportunities for students to develop their own learning by responding verbally as they read, write, and learn in English because the integrated use of oral and written language for functional and meaningful purposes is the most effective way to promote the full development of second language proficiency. Because all of these processes interact with one another, they argue that Reading, writing, speaking, and listening should all be included in all language classroom activities.

The five macro-skills in communication are essential skills in teaching a particular language, according to Adolfo (n.d.). On behalf of the learners and mentors, each of them is indispensable in the learning process and teaching performance. These abilities, such as listening, speaking, reading, writing, and viewing, will be used as the primary means of acquiring a specific language and serving as a conduit to encompass a wide range of interrelated communication and global community realms."

The following are examples of communication skills in language teaching:

1. Speaking is the act of conversing with another person, of making an utterance with both intentional and unintentional meanings, or of a discourse of a genuine speaker. Asserted by

Bangayan- Manera (2020) literary works and artistic communications made up of daily recitations, such as ancient poetry and oral literature, regardless of the language spoken by people all over the world. Verbal communication is a vicious cycle in which two or more people have involved: a decoder and an encoder; the message, the channel, and the feedback.. Revealed by Calanoga & Malana (2019) ,teachers should create situations in which students can practice their oral expression skills. Furthermore, speaking is one of the most direct and valuable forms of communication, according to a blog release published online. It also stated that two people can converse with each other but still be unable to communicate because they may speak different languages. Speaking is primarily used when people communicate face to face, but it can also be done over the phone and, more recently, via technology such as webcams and video calling.

2. The essential communication skill is listening. It's a mental process that involves processing sound waves, interpreting their meaning, and remembering it. It's a method of communication that requires listeners to comprehend, analyze, and evaluate what they hear. Attested by Temporal (2018) because of its importance in terms of speech, confabs, and freedom of expression, it paves the way for other skills to rise above the rest. They are used to help everyone understand what was initially derived from the given talk or utterance. It is closely related to speaking and allows individuals to absorb any information provided to them; as a result, the information can be passed on to another party after the conversation. Students, on the other hand, will improve their listening skills through prediction and anticipation. They will recall prior knowledge or experience about the topic of the listening text prior to reading it, as well as the cause-and-effect relationships in the text. Communication can be hampered if you don't listen. It is crucial and should play a significant role in communication.

3. Another essential communication skill is reading. Word recognition, comprehension, fluency, and motivation are all part of the process. Reading is the process of extracting information from letters and words written on a page. The philosophy and theories about the meaning, nature, and structure of Reading are also incorporated into the reading approach. It also includes a set of decisions to achieve a goal that result in a plan and its wise implementation. Reading is often thought of as a skill that is taught once and for all during the first few years of school. Reading allows a person to contemplate the world's mysteries, explore accumulated knowledge, and contemplate the unknown. Reading will reveal all of the mysterious symbolism. It cannot be contested because it emphasizes the importance of global communication. Previously, books and newspapers were the most widely read items; now, emails and text messages account for a large portion of day-to-day communication.

4. Writing is a skill that requires constant practice. Why do you think that is? Writing, by all accounts, entails far more than the use of orthographic symbols. It is a type of thinking that is characterized by the deliberate selection and organization of information. It's a journey of discovery, communication, and joy. It binds us to our jobs, our cultures, our societies, our existing knowledge, and our lives' meanings. In the case of written communication, without it, poor

communication will occur. It is the act of connecting sentences in a coherent discourse, with a primary focus on basic communicability. It is intended to give beginning writers the impression that they can write and that what they write has great significance. Most people rely on writing because they are unable to express themselves verbally, and it is therefore preferable for them to register in order to communicate effectively with the people they love or long for. Writing and Reading are inextricably linked because, like speaking and listening, they must work in tandem to ensure effective communication. Again, language can be a stumbling block when it comes to writing. Writing activities include exposing students to a variety of rhetorical forms through extensive Reading and allowing them to practice writing or compositions. To summarize, good writing can be taught by teachers who provide frequent and challenging opportunities for students to write, allowing them to improve their skills and confidence.

5. Viewing is one of the essential communication skills because it allows a perceiver to delineate or provide details about a target that is inaccessible to normal senses due to time, distance, or shielding. The viewing, more than any other skill in communication, can assist global audiences in watching their favorite shows in movies, televisions, and other forms of viewing devices. The literate reader, according to the Center for Media Literacy, does not stop at converting printed words into ideas. They mull over those ideas and engages in an internal dialogue with the author, praising or condemning the latter's brilliant insights or outrageous opinions. A literate TV viewer has a similar conversation with the program's creators, congratulating or criticizing them for everything from the sublime to the ridiculous. Reading and critical viewing, literacy, and television literacy all become interchangeable at this point. Whether it's a printed page or an illuminated TV set, both the reader and the viewer learn to be active - to challenge, analyze, react, explore, and understand the medium.

Language acquisition, language use, and grammar construction are all innate abilities that humans bring into the world. Revealed by Calanoga (2020) the learning environment should be tailored to the needs of the students. As a result, it is critical first to determine their difficulties and needs so that whatever materials a teacher intends to design can meet these needs. This is referred to as directional instruction. This implies that there will be more achievements in teaching than simply teaching without a solid foundation, (Carag,2020).

Teachers in the twenty-first century must have specific skills and competencies that make learning more enjoyable and fun. While the language teacher has many responsibilities, according to Manalo (2010), his primary goal is to help students improve their communicative abilities through well-chosen activities. Borabo (2012) listed eight competencies that a teacher should have, one of which is the ability to communicate. The teacher is said to be well-versed in communication and collaboration tools and technologies.

Many approaches to teaching these macro skills have been proposed. Communicative language teaching, task-based approach, integrated approach, and socio-cognitive-transformative approach are some of these approaches. Affirmed by Bangayan- Manera (2019) in her study despite the efforts to improve learners' macro skills and the abundance of literature on the subject,

many novice teachers and researchers still have a limited or naive understanding of what these skills are. Furthermore, many language teachers are still unaware that, as a result of the proliferation of information technology, there are now six macro language skills. She outlines the six macro skills, which include both productive and receptive skills (e.g., speaking, writing, and representing) (i.e., listening, reading, and viewing).

Learning modalities (also known as learning styles) are the ways in which students use their senses to acquire new skills throughout the learning process. Educators frequently consider four primary modalities: kinesthetic (moving), visual (seeing), auditory (hearing), and tactile (touching) (touching). Most students can learn from any of the following methods, but that doesn't mean they don't have preferences (as do we all) for making learning more meaningful and engaging. When you consider a specific lesson, chances are you use a combination of these approaches on a daily basis as an educator.

Visual learners require the visual representation of information in order to comprehend it. They enjoy taking copious notes and making detailed lists. When taking notes, the visual learner will highlight information in bright colors to make it stand out. They take a seat in the front of the classroom so that they can see the data from the seat closest to them. They may also try to recall information by visualizing it in their minds. Pictures, charts, diagrams, and illustrations appeal to the visual learner. Hearing things is the best way for auditory learners to learn. This type of learner can benefit significantly from videos and audio recordings. This learner will sit where they can hear information but may not appear to be paying attention all of the time. Another strategy for this type of learner is to read aloud. Students should be asked to repeat things back to you or read instructions. Auditory learners will benefit from listening to other students read aloud. This type of learner prefers to study while speaking aloud. Kinaesthetic/tactile learners require hands-on experience. Experiments in the lab, projects and field trips are all beneficial to them. This is the type of learning that requires the most effort. They have a proclivity for fidgeting and need frequent breaks. Make sure they sit away from any distractions in the classroom, as they are easily distracted. Instead of looking at pictures or reading directions, this type of learner may try to put something together by experimenting. Kinaesthetic and tactile learners rely on what they can see and feel.

A student's learning modality refers to how they learn best in a given learning environment. Visual, auditory, and kinaesthetic learning modalities are recognized in education. Visual learners learn best by seeing or reading the material, auditory learners learn best by hearing the material read aloud or presented to them, and kinaesthetic learners learn best by engaging in hands-on activities with the material, concept, or skill.

The senses are essential in the storage of information in the sensory or immediate memory, which retains and combines previously acquired knowledge with the newly acquired information. Sensory or direct memory information is transferred to short-term and then long-term memory.

According to Tomlinson (2010), just as everyone has a unique fingerprint, each student has a unique learning style. In a classroom, not all students learn the same way or have the same level of ability. Differentiated instruction, according to her, is a method of planning and delivering

instruction to ensure that each student receives the most benefit. Differentiating instruction requires the teacher to deliver lessons at varying levels of difficulty based on each student's ability, or it requires the teacher to teach the same material to all students using a variety of instructional strategies. There are four ways in which teachers can differentiate instruction:

1. The Content

The entire lesson content should cover the school district's or educational standards' learning standards. Some students in a class may be completely unfamiliar with the concepts in a lesson, while others may have partial mastery, and others may already be familiar with the content before the lesson begins. The teacher can differentiate the content by creating activities for different age groups. Groups of students cover various levels of Bloom's Taxonomy (higher-order thinking skills are classified as lower-order thinking skills, and lower-order thinking skills are classified as higher-order thinking skills). Remembering, understanding, applying, analyzing, evaluating, and creating are the six levels.

Students who are unfamiliar with a lesson may be required to complete lower-level tasks such as remembering and comprehending. Students who have demonstrated some mastery may be asked to complete tasks in evaluating and creating. Differentiating activities include matching vocabulary words to definitions, reading a passage of text and answering related questions, imagining a situation that occurred to a character in the story and a different outcome, and so on. In the story, distinguish between fact and opinion, identify an author's position and provide evidence to support it, and create a PowerPoint presentation summarizing the lesson.

2. The Process

Each student has a preferred learning style, and successful differentiation includes delivering material to each type in a variety of ways, including visual, auditory, kinaesthetic, and verbal. Not all words necessitate the same level of teacher assistance, and students may choose to work in pairs, small groups, or individually. While some students may benefit from one-on-one time with a teacher or the classroom aide, others may be able to make progress on their own. Teachers can help students learn more by providing support tailored to their specific needs. Differentiating the process includes providing textbooks for visual and word learners, allowing auditory learners to listen to audiobooks, and allowing kinaesthetic learners to complete an interactive assignment online.

3. The Product

The end-of-lesson product is what the student creates to demonstrate mastery of the material. Tests, projects, reports, and other activities can be used to accomplish this. Teachers may assign students to complete activities that demonstrate mastery of a concept in a manner that the student prefers based on learning style. Some of the activities to differentiate the product include having read and write learners write a book report, visual learners create a graphic organizer of the story, auditory learners give a piece of oral information, and kinaesthetic learners build a diorama illustrating the story.

4. The Learning Environment

Physical and psychological factors combine to create ideal learning conditions. Individual and group work benefit from a flexible layout that incorporates various types of furniture and arrangements. Teachers should use classroom management techniques that support a safe and supportive learning environment from a psychological standpoint. Organizing some students into reading groups to discuss the assignment while also allowing them to read independently if desired. Differentiated instruction has been shown to be effective for both high-ability students and students with mild to severe disabilities, according to research. Differentiated instruction has been offered to be effective for both high-ability students and students with mild to severe disabilities, according to the study. Students take on more responsibility for their own learning when they are given more options for how to learn the material. In classrooms where teachers provide differentiated lessons, students appear to be more engaged in education, and there are reportedly fewer discipline issues. Differentiated instruction necessitates more work during lesson planning, and many teachers struggle to find the extra time in their schedules. Additionally, the learning curve can be steep, and some schools lack professional development resources are just a few of the suggested activities to different learning environments.

Furthermore, based on Tomlinson's work, Rock et al. (2008) identified seven essential beliefs about differentiated instruction, including (a) life experiences and readiness to learn to differ significantly among same-aged students; (b) these differences have a significant impact on their learning, and (c) students' learning is heightened when teachers challenge them beyond their independent learning. Teachers can differentiate instruction based on these assumptions by changing (a) content, (b) process, and (c) products based on students' readiness, interest, and learning profiles.

Students should be given opportunities and resources to participate in authentic speech and literacy activities by their teachers. According to Hungyo and Kijai (2009), the term "integrated" refers to language learning in which all four skills are taught at the same time, with the teacher, learner, and setting all playing roles in the process.

Gilakjani (2012) investigated the learning styles of Iranian EFL university students in order to raise faculty awareness of the impact of learning techniques on the teaching process. A survey of over 100 students was used to determine whether their learning styles are auditory, visual, or kinaesthetic. The findings revealed that visual learning was preferred by Iranian FFL university students. During the test administration process, it was discovered that approximately 50% of students liked visual learning style, 35% preferred auditory learning style, and 15% chosen kinaesthetic learning style. Similarly, Ugale discovered in her research that visual learning style is the most popular among students, accounting for 21.8 percent, while kinaesthetic learning is the least popular, accounting for 5.9%. Furthermore, 18.2 percent of students preferred a combination of multiple learning modalities.

In her study, Matias (2011) found that most students performed well in listening, reading, and writing but poorly in speaking. She went on to say that the age of the respondents has a direct correlation with their English communication test results in listening. The respondents' profile on

reading materials available at home, their parents' higher educational attainment, and their parents' occupation have no significant relationship to their English communication test results in the four macro skills.

In his study, Dela Cruz (2013) found that students' listening and writing abilities were average, but their speaking and reading abilities were below average.

Differentiated instruction has been defined as a teaching method that combines various learning modalities with individualized instruction to appeal to a wide range of student interests. The goal of this quantitative study was to compare whole-group instruction and differentiated instruction in a middle school classroom to see which strategy was more effective in improving low achievement.

Students learn in a variety of ways," Cuaresma says. Some students prefer to learn visually, while others prefer to learn through auditory or kinaesthetic means. Charts, graphs, and pictures are used to teach visual learners. Listening to lectures and Reading is how auditory learners learn. Kinesthetic learners learn through doing. One, two, or three learning styles are available to students." "Because of these different learning styles, it is important for teachers to incorporate activities related to each of these learning styles into their curriculum so that all students are able to succeed in their classes," Cuaresma concluded. While we use all of our senses to gather data, we appear to have preferences for how we prefer to learn. We need to teach as many of these preferences as possible to help all students learn."

II. METHODOLOGY

The descriptive-correlational method of research was utilized to describe the learning modalities of students as well as to investigate their relationship to English communication skills of Grade 11 students of Reina Mercedes Vocational and Industrial School.

The Instrument of Study

There were three research instruments used in the data collection process of this study to obtain the scores necessary to perform the indicated statistical analyses.

A. Learning Style Survey

This instrument was adapted from the University of Oregon. The first three categories of the questionnaire constitute the learning modalities which will assess how students learn best using their senses: visual (questions 2, 3, 7, 10, 14, 16, 19, 22), auditory (1, 5, 8, 11, 13, 18, 21, 24), and tactile (4, 6, 9, 12, 15, 17, 20, 23).

In the Learning Style Survey, subjects are expected to indicate how much they agree with each item on a scale of 1 to 5 in learning, where five means often, three means sometimes, and one means seldom. The highest score on a category indicates the most dominant preferred learning modality of the students.

B. English Communication Skills

Other tests were adapted from IELTS and administered to the students: 20 items Listening, 20 items Reading, 20 items Speaking, and some were adapted from English for Academic and Professional Purposes particularly "Ketchup" and "Guernica" which the researcher used, and modified questions consisted of 20 points in Writing and 20 points in view.

Statistical Tools

Frequency, percentage counts, and weighted mean were used to determine the result of the Learning Style Survey and the performance level of the students on the different macro skills. Likewise, the chi-square test was used in order to reveal whether there is a significant relationship between the learning modalities and the students' performance in five macro skills.

III. RESULTS AND DISCUSSIONS

I. Learning Modalities of the Student-Respondents

Table 2. FREQUENCY AND PERCENT DISTRIBUTION OF STUDENT-RESPONDENTS RELATIVE TO THEIR LEARNING MODALITIES

Table 2 presents the frequency and percent distribution of the student-respondents in terms of learning modalities. As can be gleaned from the table, the majority of the subjects are visual learners, which is followed by auditory, tactile learners, visual-auditory, auditory-tactile, visual-tactile, and visual-auditory-tactile.

Learning Modalities	Frequency n=156	Percent 100
Visual	55	35.26
Auditory	45	28.85
Tactile	16	10.26
Auditory –Tactile	9	5.77
Visual –Auditory	13	8.33
Visual –Tactile	15	9.62
Visual Auditory Tactile	3	1.92

Table 3. FREQUENCY AND PERCENT DISTRIBUTION OF THE PERFORMANCE LEVEL OF THE RESPONDENTS IN THE FOLLOWING MACRO SKILLS

The table reveals the performance of the students in the five macro skills. It can be seen that majority of the respondents' listening, reading, speaking, viewing, and writing fall under 9-12, which means that they have satisfactory performance in the macro skills. Only a few achieve a score range of 17-20.

The table further shows that among the macro skills of the students, their writing (satisfactory), reading (satisfactory), and listening (satisfactory), need to be given more attention.

Corresponding author: je.fe.lago28@gmail.com

Published by IJASE

<https://ijase.org>

	Macro Skills	Listening		Reading		Speaking		Viewing		Writing	
Score Range	Qualitative Description	F	%	f	%	f	%	f	%	F	%
S17-20	Outstanding	6	4	0	0	1	.64	3	2	3	2
13-16	Very Satisfactory	10	6	25	16	18	12	54	25	39	25
9-12	Satisfactory	60	38	69	44	110	71	97	62	60	38
5-8	Fairly Satisfactory	51	33	53	34	26	17	2	1	43	28
0-4	Did not meet expectations	29	19	9	6	1	.64	0	0	11	7
Total		156	100	156	100	156	100	156	100	156	100
χ^2		8.72		9.397		10.487		11.83		9.29	

a. Listening

Table 4. RESULTS OF SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS' LEARNING MODALITIES AND THEIR PERFORMANCE IN ENGLISH COMMUNICATION IN TERMS OF LISTENING

Table 4 displays the results of the significant relationship between the respondents' learning modalities and their performance in English communication in terms of listening.

The results show that the computed values of Chi-square (χ^2) are more significant than the Chi-square tabular values. Hence, the null hypothesis is rejected at a 0.05 level of significance. Thus, there is a substantial relationship between the learning modalities of the respondents and their performance in English communication in terms of listening. It implies that the dominant learning modalities of the student-respondents significantly affect their macro listening skill as one of the indicators in English communication performance.

As indicated by the means, the visual-auditory-tactile learners did not meet the expectation for their listening skills.

Likewise, the respondents who are auditory, visual-auditory, and visual-tactile learners have satisfactory scores in the listening skills, and the other group of learners obtains reasonably satisfactory performance. Visual-tactile learners got the highest mean in their listening skills. In a teaching-learning situation, students can perform well in listening. This means that as they listen, they are able to understand and internalize as they imagine things found in what they listen to.

Students' Performance in English Communication in	Computed Value of χ^2	Tabular Value of χ^2	Analysis	Decision	Remarks	Mean Score

Terms of Listening and their Learning modalities						
Visual	24.21	21.03	$X_c^2 > X_t^2$	Reject H_0	Significant	7.91
Auditory	27.42	26.30	$X_c^2 > X_t^2$	Reject H_0	Significant	8.61
Tactile	16.24	15.51	$X_c^2 > X_t^2$	Reject H_0	Significant	7.25
Visual-Auditory	21.82	21.03	$X_c^2 > X_t^2$	Reject H_0	Significant	9.15
Visual-Tactile	24.18	16.92	$X_c^2 > X_t^2$	Reject H_0	Significant	9.20
Auditory-Tactile	17.48	16.92	$X_c^2 > X_t^2$	Reject H_0	Significant	7.30
Visual-Auditory-Tactile	4.25	3.84	$X_c^2 > X_t^2$	Reject H_0	Significant	3.67

b. Reading

Table 5. RESULTS OF SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS' LEARNING MODALITIES AND THEIR PERFORMANCE IN ENGLISH COMMUNICATION IN TERMS OF READING

The results of a significant relationship between the respondents' learning modalities and their performance in English communication in terms of Reading are displayed in Table 5.

It is revealed from the results that the Chi-square computed values are greater than the Chi-square tabular values. This signifies the rejection of the null hypothesis at the 0.05 significance level. Therefore, a significant relationship exists between the respondents' learning modalities and their performance in English communication in terms of Reading. It suggests that the reading performance in English of the respondents is strongly affected by their dominant learning modalities.

It is further inferred that the visual, visual-tactile, auditory-tactile, and visual-auditory-tactile learners have satisfactory performance in Reading, while the rest of the learners are relatively satisfactory. The students can't easily catch up if they only see and hear the words. It is an advantage if the terms are actually read, modeled, and demonstrated by the teacher and followed by the students.

Students' Performance in	Computed Value of	Tabular Value of	Analysis	Decision	Remarks	Mean Score
--------------------------	-------------------	------------------	----------	----------	---------	------------

English Communication in Terms of Reading and their Learning Modalities	X^2	X^2				
Visual	23.99	21.03	$X_c^2 > X_t^2$	Reject Ho	Significant	10.27
Auditory	23.00	21.03	$X_c^2 > X_t^2$	Reject Ho	Significant	8.45
Tactile	18.85	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	7.81
Visual-Auditory	18.10	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	8.46
Visual-Tactile	19.60	16.92	$X_c^2 > X_t^2$	Reject Ho	Significant	9.20
Auditory-Tactile	19.23	16.92	$X_c^2 > X_t^2$	Reject Ho	Significant	9.40
Visual-Auditory-Tactile	4.92	3.84	$X_c^2 > X_t^2$	Reject Ho	Significant	12.00

c. Speaking

Table 6. RESULTS OF SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS LEARNING MODALITIES AND THEIR PERFORMANCE IN ENGLISH COMMUNICATION IN TERMS OF SPEAKING

Table 6 exhibits the results of the significant relationship between the respondents' learning modalities and their performance in English communication in terms of speaking.

It is evident from the results that the Chi-square computed values are greater than the Chi-square tabular values. For this reason, the researcher rejects the null hypothesis at a five percent level of significance. As a result, a significant relationship exists between the respondents' learning modalities and their performance in English communication in terms of speaking. It manifests that the dominant learning modalities of the respondents have a substantial effect on their macro speaking skills.

As reflected by the means, it is noted that all the different types of learners obtain satisfactory scores in their speaking skills. However, the respondents with visual-auditory-tactile learning modalities have the lowest mean. This means that students whose preference is trimodal do not perform well in speaking skills.

Students' Performance in English Communication in Terms of Speaking and their Learning Modalities	Computed Value of X^2	Tabular Value of X^2	Analysis	Decision	Remarks	Mean Score

Visual	21.19	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	10.25
Auditory	18.25	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	9.73
Tactile	16.20	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	10.38
Visual-Auditory	17.16	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	10.23
Visual-Tactile	17.40	16.92	$X_c^2 > X_t^2$	Reject Ho	Significant	10.20
Auditory-Tactile	13.27	12.59	$X_c^2 > X_t^2$	Reject Ho	Significant	10.70
Visual-Auditory-Tactile	4.99	3.84	$X_c^2 > X_t^2$	Reject Ho	Significant	9.33

d. Writing

Table 7. RESULTS OF SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS' LEARNING MODALITIES AND THEIR PERFORMANCE IN ENGLISH COMMUNICATION IN TERMS OF WRITING

The results of the significant relationship between the respondents' learning modalities and their performance in English communication in terms of writing are exhibited in Table 7.

It is reflected from the results that the computed values of Chi-square are greater than the tabular Chi-square values. Hence, the null hypothesis is rejected at a five percent significance level. Thus, there is a significant relationship between the respondents' learning modalities and their performance in English communication in terms of writing. It implies that the dominant learning modalities of the student-respondents have a strong bearing on their writing performance in English. As appended, it is inferred that the auditory-tactile- learners have reasonably satisfactory in their writing skills and the rest of the learners are satisfactory.

Students' Performance in English Communication in Terms of Writing and their Learning Modalities	Computed Value of X^2	Tabular Value of X^2	Analysis	Decision	Remarks	Mean Score
Visual	32.06	26.30	$X_c^2 > X_t^2$	Reject Ho	Significant	10.58
Auditory	21.43	21.03	$X_c^2 > X_t^2$	Reject Ho	Significant	9.41
Tactile	27.00	26.30	$X_c^2 > X_t^2$	Reject Ho	Significant	9.69
Visual-Auditory	21.78	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	9.69
Visual-Tactile	18.30	16.92	$X_c^2 > X_t^2$	Reject Ho	Significant	9.67

Corresponding author: je.fe.lago28@gmail.com

Published by IJASE

<https://ijase.org>

Auditory-Tactile	18.36	16.92	$X_c^2 > X_t^2$	Reject Ho	Significant	7.30
Visual-Auditory-Tactile	6.23	5.99	$X_c^2 > X_t^2$	Reject Ho	Significant	11.33

e. Viewing

Table 8. RESULTS OF SIGNIFICANT RELATIONSHIP BETWEEN THE RESPONDENTS LEARNING MODALITIES AND THEIR PERFORMANCE IN ENGLISH COMMUNICATION IN TERMS OF VIEWING

Table 8 presents the results of the significant relationship between the respondents' learning modalities and their performance in English communication in terms of viewing.

The results show that the computed Chi-square values are more significant than the Chi-square tabular values. This signifies the rejection of the null hypothesis at a 0.05 level of significance.

Therefore, a significant relationship exists between the respondents' learning modalities and their performance in English communication in terms of viewing. It suggests that the dominant learning modalities of the respondents significantly affect their macro viewing skills in English. As evidenced by the means, it is noted that all different types of learners have satisfactory viewing performance in English. However, the auditory-tactile learners obtained the highest mean.

Students' Performance in English Communication in Terms of Viewing and their Learning Modalities	Computed Value of X^2	Tabular Value of X^2	Analysis	Decision	Remarks	Mean Score
Visual	21.91	21.03	$X_c^2 > X_t^2$	Reject Ho	Significant	12.29
Auditory	18.54	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	12.23
Tactile	10.65	9.49	$X_c^2 > X_t^2$	Reject Ho	Significant	11.38
Visual-Auditory	18.84	15.51	$X_c^2 > X_t^2$	Reject Ho	Significant	11.85
Visual-Tactile	16.96	12.59	$X_c^2 > X_t^2$	Reject Ho	Significant	11.87
Auditory-Tactile	9.83	7.82	$X_c^2 > X_t^2$	Reject Ho	Significant	12.40

Corresponding author: je.fe.lago28@gmail.com

Published by IJASE

<https://ijase.org>

Visual-Auditory-Tactile	4.38	3.84	$X_c^2 > X_t^2$	Reject H_0	Significant	12.33
-------------------------	------	------	-----------------	--------------	-------------	-------

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn:

1. The visual learning modality is the most dominant learning modality of the students, which had 35.25 percent, while auditory is the least preferred way of learning with 28.85 percent. Furthermore, a combination of more than one learning modality was also preferred by the students: visual-auditory with 5.77 percent, visual-tactile with 8.33 percent, auditory-tactile with 9.62 percent, and visual-auditory-tactile with 1.92 percent.
2. Majority of the respondents are proficient/average in the five macro skills.
3. There is a significant relationship that exists between the learning modalities and English communication skills of the students.

In the light of the findings of the study, the following are recommended:

1. The visual learning modality is the most preferred way of learning. This may imply that most of the students learn best from visual displays such as diagrams, PowerPoint presentations, videos, charts, and handouts. Teachers should therefore incorporate in their teaching the use of more visual materials and integrate activities for visual learners to promote a more effective and successful teaching-learning atmosphere for the Grade 11 students.
2. Some students do not employ just one kind of learning modality. To address this concern, it is essential that the teacher uses various methods to address each of the learning modalities of the students concerned. In doing so, the utmost capacity of the students' capabilities will be harnessed, and the transfer of learning will be a success.
3. The teacher may also impart the lessons in a manner that will match the learning modalities of the students. The teacher needs to tailor their methods as they use differentiated instructions that may be suited to the learning modalities of their students.
4. The use of the English language in teaching the subject across learning areas shall be appropriately observed in the class except in the Filipino subject.
5. English teachers should give regular supplementary exercises and activities such as English Fest, which could develop their English communication skills like joining in the English Club and School Paper Organization to be a regular contributor of articles.
6. Teachers should be reading teachers as it has been recommended long enough by the English Supervisor in the DepEd Division of Isabela.

7. The school should devise a reading program for all of these students and require students to have reading materials.
8. Administrators should provide teachers more opportunities to attend seminars and training that would help them develop various teaching styles in order to provide a more effective learning environment.
9. Curriculum planners should consider the learning modalities of students in planning and making curricula suited to the needs of learners.
10. The parents should provide a mini library at home so that their children are encouraged to read.

REFERENCES

- [1] Bangayan- Manera, A. (2020). Doodle: Towards a Hermeneutical Appreciation in Jacques Derrida's Deconstruction. *The Asian EFL Journal*. 24(4.2), 191-204
- [2] Bangayan- Manera, A. (2019). Textual Analysis of School Graffiti. *The Asian EFL Journal*. 21(2.3), 273-285
- [3] Borabo, M. (2012). 21st-century skills of teachers. Special topics Vol. 1. Lorimar publishing Inc. Cubao, Quezon City, MM2.
- [4] Calanoga, MC (2019). Productive Vocabulary: A Predictive variable of Pre-service Teachers' Competence. *The Asian EFL Journal*. 23 (3.2) 256-270
- [5] Calanoga MC. & Malana, MF. (2020). Students' Strategies and Competence in Writing Compositions. *The Asian EFL Journal*. 11(1), 178-200
- [6] Carag, E. (2020). Pedagogical Approaches of used by Techers in Teaching MAPEH in the Division of Tuguegarao City, Philippines. *International Journal of Psychosocial Rehabilitation*. 24 (08)
- [7] Cuaresma, J. (2008). Learning style preference and academic performance of PHEM majors at the University of the Cordilleras. Unpublished Undergraduate Thesis. University of Cordilleras, Baguio City.
- [8] Dela Cruz, R. (2013). Study habits, attitudes and English communication skills of grade VII students in Cagasat National High School, Cordon, Isabela." Master's Thesis, Isabela State University, Echague, Isabela.
- [9] Gulkana, A. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. *Journal of Studies in Education*, ISSN 2162-6952, 2012. Vol. 2, NO. 1
Retrieved on May 20, 2016 from: <http://dx.doi.org/10.5296/jse.v2il.1007>
- [10] Laurel, M., Lucero, A, & Cruz, R. (2016). English for academic and professional purposes. *Corresponding author: je fe.lago28@gmail.com*
Published by IJASE
<https://ijase.org>

- Sunshine Interlinks Publishing House, Inc. 3F Maine City Tower, 236 Tomas Morato Avenue, Brgy. South Triangle, Quezon City.
- [11] Manalo, E. (2010). A Positive Approach to Learners' Errors: Enhancing Communication in the Language Classroom, Quezon City
- [12] Matias, B. (2011). Communication Skills in English of Grade VI Pupils in Alicia South District: Its Relation to Selected Variables" Master's Thesis, Isabela State University, Echague, Isabela"
- [13] Temporal, C.& Mina GML.(2018) Socio Linguistic Analysis of Harana (Serenade): reference for Multimodal Teaching of Philippine Literature. The Asian EFL Journal. 20 (2.4)
- [14] Ugale, M. (2017). Students perceptual learning styles and teachers' teaching styles and their relationship to the academic performance in English of Grade 10 students of Reina Mercedes Vocational and Industrial School, Reina Mercedes, Isabela. Unpublished master's thesis, Our Lady of the Pillar, Cauayan City, Isabela
- [15] Ya-Chen, S. (2007). Students' Changing Views and the Integrated-Skills Approach in Taiwan's EFL College Classes. Education Research Institute. Tainan, Taiwan.
- Gilakjani, A. P. (2012). Visual, auditory, kinaesthetic learning styles and their impacts on English language teaching. Journal of Studies in Education, ISSN 2162-6952, 2012, Vol. 2, No. 1 Retrieved on May 20, 2016 from: <http://dx.doi.org/10.5296/jse.v2il.1007>