

**TEACHING STYLES AND LANGUAGE PERFORMANCE:
TOWARDS A DEVELOPMENT OF AN ENGLISH
LANGUAGE PROGRAM**

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October 2018

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Number of Pages : **102**
Host Institution : **ST. MICHAEL'S COLLEGE**
Address/Region : **ILIGAN CITY, REGION 10, PHILIPPINES**

ABSTRACT

Research proved that teaching styles can make or break the learning process. Hence, performance of learners must be geared towards a learning environment that is engaging, enjoyable and fruitful. Anchored on Invitational Theory, Cognitive Abilities Theory and Sociocultural Theory, this study sought to determine the teaching styles of grade 7 teachers and its relationship to the variation of language performance of grade 7 learners of Iligan City National High School. A Descriptive –correlational method was employed. To obtain the needed data, Teaching Styles Questionnaire for Teachers was administered to 9 Grade 7 English teachers and Module 1 Pre /Post-test from K-12 English Learners Material were administered to 971 grade 7 learners. Findings revealed that dominant teaching style used were discussion, reflective and discovery methods. Though usage of other teaching styles came to the surface but there is no variation of teaching styles occurred resulting to a relatively low language performance. The skill of learners in listening is nearing mastery and least mastered for reading and writing. This reasonably showed that the demographic profile of the learners played significant factor to their language performance. Overall, respondents' language performance is evidently related to teaching styles and disparity is apparent and needs to be addressed. With this prevalent finding, a Reading Development Program was crafted and recommended for implementation.

No. of words: **216**

Keywords: *Teaching Styles, Language performance and Enhancement program*

Introduction

Maintaining quality instruction is the goal of every school to meet the challenges and demands of globalization (Laguador, 2015), however, education nowadays faces a lot of challenges specifically on the area of language teaching. The risk of producing “instructionally competent learners” that is knowing the language but unable to use it communicatively, is a persistent and existing problem that had challenged every competent language teachers. What happened? Where should a competent language teacher start to address this gap? This perennial needs focus and attention. Hence, teaching and learning process needs focus. It needs planning and intervention, and, indeed, ushering this study to the fore.

Theoretical Framework

This study on teaching styles and variation of language performance of students anchored its strength from the theories that have impact on the personal attributes of learners, social responsibility and involvedness as well as the need for positive stimulus, that is the teaching styles, that will bring development to an individual and to the society.

The Andragogical approach supported by Knowles,et. Al. (2005), Invitational Theory of William Purkey, Cattell- Horn- Carroll (CHC) Theory of Cognitive Abilities and the Sociocultural Theory of Lev Vygotsky intertwined form the basis of this study.

Foremost is the **andragogical approach** which places more emphasis on what the learner is doing (Knowles et al. (2005). This is initially defined as the art and science of helping adults learn. Formal teaching is known as *pedagogy*, where the teacher directs all the learning. Informal teaching is known as *andragogy*, where the learner is the focus, for example, via group work and discussions. Pedagogy does not always allow for individual knowledge to be taken into account and often focuses on teaching the same topic at the same time to all learners. In andragogy, a teacher can include her learners' experiences and knowledge by involving them whenever possible, and building upon what they already know and what interests them. Learners can also learn from their peers' knowledge and experiences, as well as from teachers.

Suggestively, Williams Purkeys' **Invitational Theory** specifically says that in education nothing is more rewarding for teacher to internalize that the individual student is important, valuable, and can learn in school. Learning within the premise of invitational learning strongly adheres that learners should be invited by the teacher to develop their potentials to an extent even beyond the learners' expectation.

Invitational theory considered two theoretical foundations namely:

- The Perceptual Tradition -human behaviour is the product of the unique ways that individuals view the world
- Self-Concept Theory -maintains that behavior is mediated by the ways an individual views oneself, and that these views serve as both

antecedent and consequence of human activity and four assumptions. Trust (that one will find his own best way of accomplishing things), respect (of other people since they are able, valuable, and responsible), optimism (since people possess practically unlimited potential in all areas of human endeavor), and intentionality (to act intentionally in order to offer something beneficial to others). This human potential should be developed through the educational process, which is characterized by the so-called five P-s.

Representing the environment factors that influence learners success or failure in the educational process, depending on how inviting they are is what Purkey considered as the five P-s. He described Invitation as an over all stimuli in forms of messages, verbal and nonverbal, formal and informal, that are transparently made known to students with the intention of affirming that they are responsible, able, and valuable.

The 5 P's are Person, which comprises teachers and educational staff that caters to the needs and offer warm services to students; Places , referring to the physical aspects of the school and classroom that must be conducive and child -friendly; Policies that recognizes the educational rights of learners; Programs that enhance and develop the totality of a learner and Processes , which is the positive implementation of the other P's.

Since every learner is the core of the teaching and learning process, there is a need to address each individual needs and to justifiably do this is to

measure the mental capabilities of the learner. In doing so ,” It is important therefore to think about teachers beliefs about intelligence as they will impact on how they view pupils, the opportunities they offer pupils and the expectancies they have from pupils” (McMahon, 2010)

Relative to this concept, De Lisi, “IQ measures were developed to predict scholastic performance . As such, it is assumed that scholastic performance is a valid criteria for intelligence.It is also assumed that intelligence is something that individuals possess to a greater or lesser degree. Presumably, difference in intelligence is due to the interaction of genetic and environmental factors”.

Furthermore, **Cattell— Horn—Carroll (CHC) theory** of cognitive abilities which has the objective of measuring mental abilities referred to as the psychometric approach to intelligence stated that “individuals differ in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought” (Neisser et al., 1996).

The psychometric study of human intelligence has since been lengthy and extensive and, recently converged on a generally accepted psychometric-based consensus taxonomy of human cognitive abilities .“Though rarely appreciated outside academe, the breakthrough in objectively gauging the nature and range of mental abilities is a pivotal development in the behavioral sciences” (Lamb, 1994). To date, of the different approaches to conceptualizing intelligence, the psychometric approach has been the most influential, has generated the most systematic research and, more importantly, has facilitated

the development of the reliable, valid and practical intelligence test batteries (Neisser, 1996).

Knowing that learners have different level of intelligence , it is but crucial to use such knowledge in the pursuit of a better achievement result .The teacher has now the greatest responsibility to know “where to start teaching” and “what skills are to be taught”. Furthermore, strongly adhering to this idea is the **Sociocultural theory** of Vygotsky. “The theory advocates learning, including L2 acquisition, as a semiotic process where participation in socially mediated activities is essential .It regard instruction as crucial to L2 development and should be geared to the Zone of Proximal Development (ZPD) that is beyond the learner’s actual development level. It believes that learning in an L2 context should be a collaborative achievement and not an isolated individual’s effort where the learner works unassisted and unmediated (Turuk,2008)”.

As deemed important, the aforementioned theories have bearing on this study that teaching styles have unmeasured effect in language learning and that different intelligence level could then be augmented by a development plan that would address different the modern language classroom thereby achieving learning that would be reflected and evidenced in language assessment scores.

Conceptual Framework

This study analyzed the relationship of teaching styles of Grade 7 English teachers to the variation of scores in language achievement test of Grade 7 learners of Iligan City National High School SY 2018-2019 taking into consideration their demographic profile on age , sex, and average family monthly income.

Figure 1 indicates the research paradigm of the study .As shown, there are two variables involved, the independent and the dependent variables. The independent variables are the Teaching Styles, and the respondents demographic profile which includes the respondents age, sex, and average family monthly income .On the other hand, the dependent variable is the variation of achievement test scores in terms of macro skills.

Furthermore, this study explores as to what approaches, methods and techniques in terms of the competencies and skills reflected in the curriculum guide would need enhancement. The findings of this study will serve as basis for an effective and relevant reading development program for Grade 7 learners.

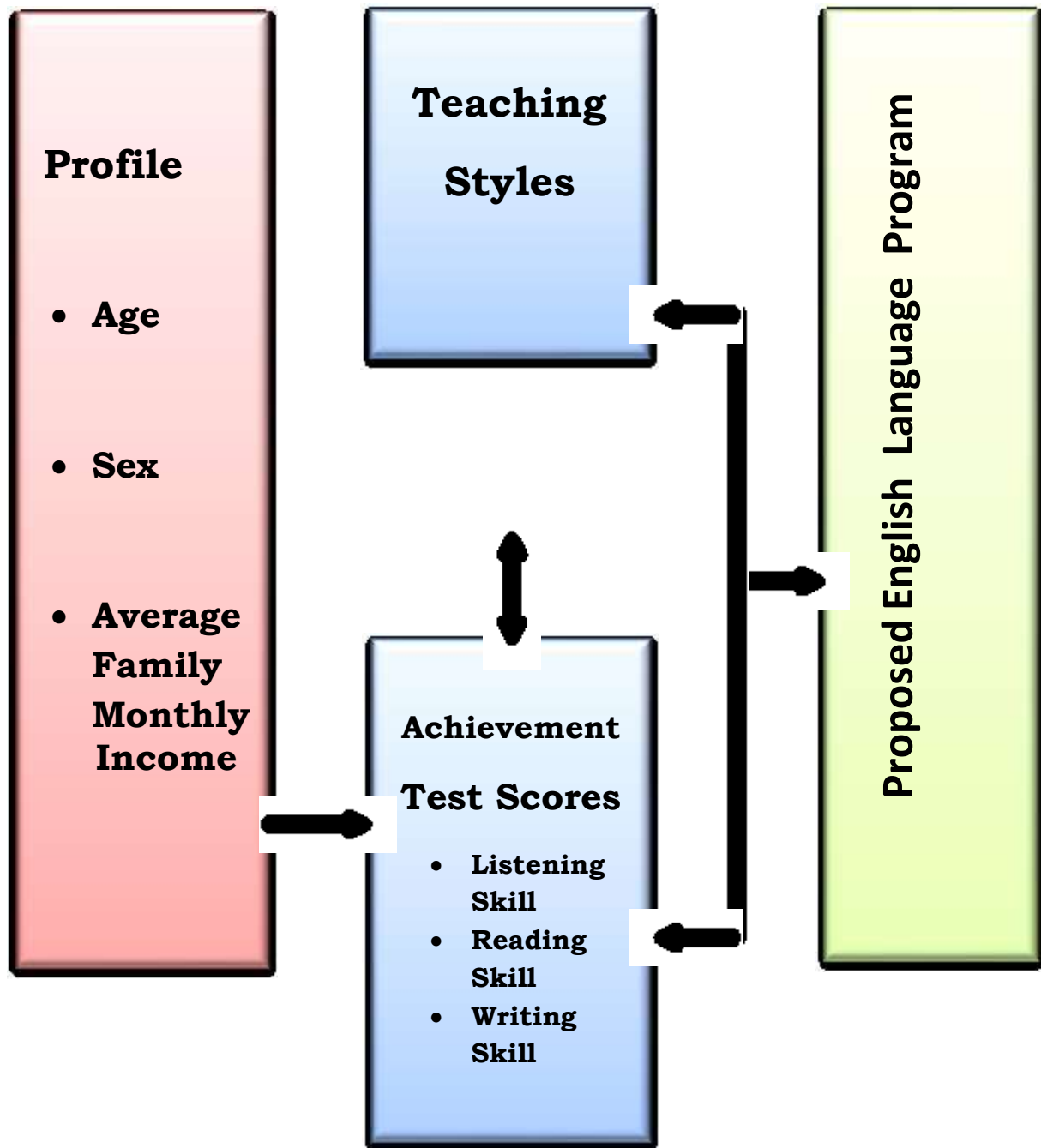


Figure 1 Research Paradigm

Related Studies

The Philippine Educational System undeniably sets its mission and vision of creating a system fundamentally equipped with the knowledge and skills necessary to critically think, find solutions and answers to complex problem and address the needs of a successful endeavour.

In a study about “Cognitive Skills, Students Achievements and Schools” (Finn, 2014) found out that cognitive skills predict academic performance ,so schools that improve academic performance might also improve cognitive skills.

Another research entitled “What grades and Achievement test Measures”(Borghans 2015) pointed out that grades and achievement test are generally good predictor of life outcomes. According to this paper, grades and achievement test capture aspects of personality that have been shown to be predictive in their own right and that all measures of intelligence or cognition are influenced by aspects of personality to varying degree.

Further, a study on “the Backwash effect of the test Items in the Achievement of Exams in Preparatory Class” (Turan,2012) states that four language skills and their sub skills are tested to some extent in almost all institutions which is a very important approach to create needs for the learners to focus on four language skills and to get them to prepare for their academic life. It stresses that language skills measured in achievement test are encouraging since any taught skills that are not tested are ignored by students.

On the other hand, studies about teaching styles pointed out that teachers really played a great role in the learners' cognitive development. A study by Walker,(Walker, 2009) explored the relations between teachers' teaching style and students' perceived self-efficacy, their readiness for schoolwork and their learning performance in mathematics. It was found out that authoritarian teachers expressed lower self-efficacy, and their readiness for schoolwork was also lower. Some differences in students' performance were also evident; the lowest performance level was achieved by students in the class taught by the permissive teacher, while there were no significant performance differences between students taught by the authoritative and the authoritarian teachers.

A Study of Language Learning Style and Teaching Style Preferences of Hong Kong Community College Students and Teachers in English for Academic Purposes(EAP) Contexts in 2012 attempt to investigate the factors influencing learning styles and teaching styles, and the relationship between them. It aims at providing valuable information for curriculum design and teacher training in order to offer Hong Kong community college students adequate and effective academic English language learning support. A total of 637 students and 10 EAP teachers from two community colleges in Hong Kong participated in this research. The quantitative and qualitative findings of this study show that the community college students in EAP classrooms have multiple learning style preferences. A plethora of factors such as cultural and educational backgrounds are related to their development of learning styles. It is argued

that both learning styles and teaching styles are flexible and have a reciprocal influence on each other. Learners may adjust their learning styles in order to meet academic requirements, while teachers may adjust their teaching styles so as to provide students with an affective learning environment. When learners and teachers have more interaction with each other, their styles may become similar to each other. This study also identifies the importance of improving learners' flexibility for developing learning styles and accepting unfamiliar teaching styles. Based on the evidence drawn from this research, educational implications on teaching and learning in EAP classrooms, and recommendations for future research on learning styles and teaching styles are proposed.

Based on this premise, there could be obvious evidence that teacher's teaching style significantly affect the different outcomes of the teaching-learning process in school. What is important for teachers to realize is that their teaching style affects students' perception of school and school work. As the right approach to teaching may increase students' engagement in school and thus prevent ESL, so can the wrong one cause unpleasant experience which can lead to ESL. Moreover it is important for teachers to understand that to build a working and supportive teacher-student relationship it is also necessary to adapt the teaching style to each student and his developmental needs.

Research Design

This paper made use of the descriptive – correlational method. It identifies the relationship of Teaching Styles of Grade 7 teachers to Variation of achievement Test results .It explores on the connection between the teaching styles, the profile of learners and the variation of scores of language achievement test leading to the identification of skills for enhancement program.

Sampling Procedure

The researcher selected three (3) out of five (5) grade 7 sections handled by the nine teacher respondents from the aforementioned school. All learners of the 27 sections were used as the students' respondents.

Data Gathering Procedure

In gathering data for this study the researcher followed the following procedure. The researcher asked permission from the Principal of the school as well as to the concern department head asking for the conduct of the said study indicating the date of the data gathering.

During the data gathering, the researcher personally gave the questionnaire to the respondents. The general directions in answering the questionnaire are explained after its distribution. The respondents gave one hour to answer the Achievement Test and 10 minutes to respond to the Demographic information on age, gender, family income and previous school

attended. These instruments are then collected and gathered by the researcher, checked and subjected to the data analysis.

Instruments Used

In the conduct of this study, the following research instruments were used. A questionnaire which is self-constructed to obtain the background of the respondents and profile specifically age, sex, and average family monthly income.

The English Language Achievement Test was lifted from the K-12 reference book Module 1 Pretest of grade 7 of Iligan City National High School and was used for S.Y. 2017 – 2018 administered as Pre and Post Test. This assessed the learning level of the respondents on listening, reading and writing with skills based on Grade 7 Curriculum Guide target skills. Furthermore the test is made up of 50 item test with questions intended for the different skills based on the Curriculum Guide.

The teacher respondents' questionnaire is an eighty (80) item test that measures the extent of using different teaching styles. Indicated in a Likert scale with 1 as strongly disagree, 2 disagree, 3 undecided, 4 agree and 5 strongly agree.

Scoring Procedure and Interpretation of the Teacher's Teaching Strategy

Score	Verbal Description	Rating Scale	Qualitative Interpretation
1	Strongly Disagree	1.00 - 1.49	<i>Never</i>
2	Disagree	1.50 - 2.49	<i>Rarely</i>
3	Undecided	2.50 - 3.49	<i>Seldom</i>
4	Agree	3.50 - 4.49	<i>Often</i>
5	Strongly Agree	4.50 - 5.00	<i>Always</i>

Scoring Procedure

The language achievement test is composed of 50 item questions tackling the targeted skills reflected on the Curriculum Guide for Grade 7. For scoring, the raw scores are converted to percentage and ranged as follows :

75 % - 100 % -Mastered

50% - 74 % - Nearing Mastery

0 % - 40 % -Not Mastered

Statistical Treatment of Data

For the purpose of analyzing the obtained data, the researcher used **Frequency Count and Percent** in order to describe the respondents' demographical profile and **Mean and Standard Deviation** were used to describe the frequency of the teachers' teaching strategies and the students' macro skills in terms of listening, reading, and writing. To describe the

variation of the achievement scores of the students' macro skills when grouped according to their profile **Median** is used. Moreover, the non-parametric statistical tests **Kruskal-Wallis and Mann-Whitney Tests** was used to test significant differences among the teachers' teaching strategies when analysed according to their profile and **Kendall tau-b Correlation** was used in order to measure the strength of association or correlation between the teachers' teaching strategies and the students' macro skill.

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This study sought to determine the Teaching Styles and Variation of Language Performance of Students towards a Development of an English Language Program of Grade 7 teachers of Iligan City National High School school year 2018-2019.

Specifically, the study attempted to describe the profile of the grade 7 student respondents in terms of age, sex and average family monthly income. The study further sought the teaching styles currently used by the grade 7 teacher respondents handling the learner respondents

Furthermore, this study explores as to what approaches, methods and techniques in terms of the competencies and skills reflected in the curriculum guide would need enhancement based on their variation of achievement test scores.

In addition this study employed the descriptive – correlational method of research for statistical inference. The study covered the nine grade 7 teacher respondents and 971 grade 7 learner respondents.

Likewise it utilized the standardized Module 1 Pre-test in the Grade 7 English Reference Book of the Department of Education for learner respondents and Standardized Teaching Style Assessment. Frequency distribution and percentage were used to the profile of the respondents. To obtain the difference and relationship between variables Kruskal-Wallis h-test and Kendal tau –b were used respectively.

The following are the findings of the study:

1. Fifty –eight point four (58.4) percent or 567 of the 971 of the grade 7 respondents are 11 year old. The proper age for grade 7 if education is continuous.
2. Fifty- point eight (50.8) percent of the learner respondents or 493 out of 971 are females.
3. Forty –nine point eight (49.8) of the grade 7 respondents has 6 thousand to 10 thousand average family monthly income and ten point six (10.6) percent 5 thousand and below average family monthly income. Both are living below poverty level.
4. The dominant teaching styles used by grade 7 teacher respondents are discussion , reflective and discovery method respectively.
5. Student respondents listening skill is *nearing mastery* level which has a mean of 72.68 %.

6. The reading skill level of grade 7 learners is *least mastered* with a mean of 46.91 %.
7. The writing skill level achieved by the respondents is least mastered with a 46.91 % mean.
8. There is a significant difference in the reading skill of the respondents when grouped according to their age.
9. A significant difference in the reading skill of the respondents is transparent when grouped according to their sex.
10. Significant differences in the three macro skills are indicated when respondents are grouped according to family average monthly income.
11. There is a significant relationship between teaching styles and the performance of the respondents in terms of the three macro skills

Conclusion

Teaching styles greatly contribute to the success of the teaching and learning process. A mismatch of teaching style to the learning style of students handled would hinder the acquisition of language skills specifically in listening ,reading and writing skills ,hence, there is a need for teachers to equipped themselves with relevant teaching styles and vary its application according to the needs of language learners in a modern language classroom.

Furthermore, the demographic profile of the learners also is a contributing factor and so it should be assessed well together with their modern learning preferences. In consonance, a development program that

would take into consideration the profiling assessment of the learners and their learning preferences as well as critical consideration of modern teaching styles to match such ,would definitely increase performance.

Recommendations

Considering the findings of this study, the following are strongly recommended:

To the school administrator

That they should support trainings for teachers on new and relevant teaching styles and inspire them to cope with the global and functional trend of teaching as well as provide incentives or recognitions for exemplary practices on a classroom level.

To the Teachers

That they must be open minded to challenges that their job has. They should be proud of the critical role they played on the lives of their students and continuously enhance their teaching styles to match their students modern learning styles thereby become efficient and effective teachers.

Substantially, the implementation of the development program must be implemented to ensure that the need of the learners needing remediation could be catered upon .

To the Future Researchers

That they may be able to use this study as a basis for another research on how to increase the listening, reading and writing skills of students.

Furthermore, they may explore on other variables affecting the variation of standardized language assessment scores and low performance level in listening, reading and writing skills.

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