

# Students' Language Learning Preferences in Taking In and Presenting Information to Others

Sheil Odessa M. Vendiola

DepEd – Dumaguete City Division, Negros Oriental, Philippines

Author Email: sheilodessa.vendiola@foundationu.com

Date received: May 17, 2024

Date revised: June 1, 2024

Date accepted: June 6, 2024

Originality: 92%

Grammarly Score: 99%

Similarity: 8%

## Recommended citation:

Vendiola, S.O. (2024). Students' language learning preferences in taking in and presenting information to others. *Journal of Interdisciplinary Perspectives*, 2(7), 605-614. <https://doi.org/10.69569/jip.2024.0222>

**Abstract.** This study aimed to ascertain the extent to which students prefer to take in and present information to others using the four perceptual learning modalities: visual, auditory, reading and writing, and kinesthetic in learning the English language. The researcher applied the descriptive-correlational design and considered 250 Grade 12 randomly selected respondents. The researcher utilized a validated questionnaire and conducted a dry run with thirty respondents. The Cronbach's Alpha Test revealed that all items were reliable with coefficients greater than 0.70 in all areas. The results of this study revealed that the students generally have a high preference for auditory, reading and writing, and kinesthetic learning styles, while their preference for visual learning is moderate. In terms of presenting information, students prefer auditory and kinesthetic methods more than visual and reading and writing. Despite these preferences, students' academic performance in English was very satisfactory. Importantly, there was a positive correlation between academic performance and the extent to which students engaged in reading and writing. Conversely, heavy reliance on visual presentations was associated with lower English academic performance. Additionally, students who preferred reading and writing and kinesthetic methods for presenting information tended to perform better academically. These findings highlight the significance of considering diverse learning preferences and presentation methods to enhance students' academic achievements in English.

**Keywords:** Learning preferences; Learning modalities; Visual; Auditory; Reading and writing; Kinesthetic, Academic performance.

## 1.0 Introduction

There was a prevalent yet critical debate about developing effective pedagogical practices to reduce student attrition and considerably enhance throughput rates. Newton and Salvi (2020) affirmed that 89% of teachers felt that instruction should be matched with the students' preferred learning style. This was believed to foster greater student engagement, motivation, and retention of knowledge, leading to improved academic performance (Magulod, 2019; Chetty et al., 2019; Akhlaghi, 2018). Research results conducted by Triandanda (2022) also showed that teachers needed to put serious consideration into identifying the students' learning styles to facilitate appropriate teaching methods and materials to meet the learning goals during the teaching-learning process. To implement various teaching methods in the classroom that could support the needs of the students, Rachman et al. (2019) advised language teachers to take into account the learning styles of their students. Students' competency in the English language was significantly influenced by language learning methods and teaching strategies.

In the Philippines, the research conducted by Natividad and Batang (2018) affirmed that teachers helped students broaden their abilities by accommodating another learning style. Tizon and Lopina (2022), on the other hand, recommended that teachers identify students' preferred learning modality before the start of classes so that they could carry out activities appropriate for the students. This was supported by another study conducted by Cabual

(2019) that emphasized the importance of matching the students' learning modalities to the teachers' methods and techniques.

Although many studies examined how learners preferred to learn the English language, there was currently a need for literature focusing on how students preferred to take in and present information in learning English. Past research predominantly focused on identifying individuals' learning style preferences and patterns (Cuizon et al., 2022; Ally et al., 2022; Tizon & Lopina, 2022; Cabual, 2019). This study, however, aimed to ascertain the extent to which students preferred to take in and present information to others using the four perceptual learning modalities: visual, auditory, reading and writing, and kinesthetic in learning the English language. Determining the degree to which learners preferred to take in and present information would make this research different from the others.

It was interesting to note that language learning preferences in taking in and presenting information to others were crucial in teaching and learning for two major reasons. First, students learned more about the affective, social, cognitive, and metacognitive processes involved in language acquisition. Second, the conduct of this study would be of great help to educators in facilitating learning. The researcher was an English teacher herself at Dumaguete City National High School (DCNHS) who taught Practical Research II (Quantitative Research), among other subjects, to Grade 12 students. Therefore, she was interested in addressing learning preferences to create a more inclusive and effective learning environment. She believed that understanding and accommodating these preferences could help bridge the gap between diverse learning styles, ensuring that all students had the opportunity to thrive academically.

## 2.0 Methodology

### 2.1 Research Design

The research utilized a descriptive-correlational survey design. This approach aimed to identify the extent to which students preferred to take in and present information using the four perceptual learning modalities: visual, auditory, reading and writing, and kinesthetic. Additionally, it sought to correlate these preferences with students' academic performance.

### 2.2 Research Respondents

The participants in this study comprised Grade 12 students from Dumaguete City National High School enrolled in the academic year 2023-2024. From a total population of 666 Grade 12 students, a sample of 250 individuals was selected. The selection process employed a systematic sampling approach, wherein every third student from the lists was chosen as a respondent.

### 2.3 Research instruments

The study used a self-crafted questionnaire and the students' ratings in English during the school year 2022-2023. The researcher adapted the VARK learning strategies (Fleming, 2006) into inquiries pertaining to both receiving and conveying information. This questionnaire underwent validation by three experts holding master's and doctorate degrees, actively engaged in educational research. To ensure the items' reliability, a dry run was conducted. 30 selected students served as the respondents. Results were calculated to verify the internal consistency and reliability of the items using Cronbach's Alpha Test. The theoretical value of this variable ranges from 0 to 1, representing the degree to which all the variables in the scale are positively related to one another. Ideally, Alpha values should be higher, and a value of 0.70 is regarded as acceptable.

The following were the coefficients of the Cronbach's Alpha Test:

| Modality             | Taking In Information | Presenting Information |
|----------------------|-----------------------|------------------------|
| Visual:              | 0.743                 | 0.842                  |
| Auditory:            | 0.701                 | 0.732                  |
| Reading and Writing: | 0.711                 | 0.726                  |
| Kinesthetic:         | 0.700                 | 0.800                  |

## 2.4 Data Gathering Procedure

This study used specific steps to ensure proper protocol in gathering data. The researcher wrote a letter of request to the Schools Division Superintendent of the Division of Dumaguete City to ask permission to conduct the study upon the endorsement of the dean of the graduate school of Foundation University. After the approval was granted, the researcher gave a copy of the letter to the school principal, the province head of Grade 12, and the respective advisers of the students. During the distribution, the researcher explained to the students the purpose and importance of the research. The questionnaires were collected immediately after the respondents completed them. Results were tallied using MS Excel and free statistical software. The final steps were the analysis and interpretation of the data.

## 2.5 Ethical considerations

For the duration of the study, the researcher adhered to all the necessary ethical standards. Information confidentiality was upheld to protect the respondents' privacy and dignity. Additionally, the researcher took it upon herself to reduce any possible risk to the participants by conforming to the moral standards established by the Ethics Committee of Foundation University. A consultation was held to ensure the topic was significant, morally, and objectively sound. The researcher also adopted a nonjudgmental attitude throughout the process to avoid criticism.

## 3.0 Results and Discussion

### 3.1 Students' Preference in Taking In Information

#### *Visual Learning*

Table 1 presents the data exposing the extent to which students prefer visual learning in taking in information.

**Table 1.** Descriptive statistics of the extent to which students prefer visual learning in taking in information (n = 250)

| Indicators                                                  | Mean        | Interpretation   | Extent          |
|-------------------------------------------------------------|-------------|------------------|-----------------|
| 1. I review my notes and look for patterns.                 | 3.73        | Frequent         | High            |
| 2. I find flowcharts to be helpful in understanding things. | 3.58        | Frequent         | High            |
| 3. I explain my drawings verbally or through words.         | 3.43        | Frequent         | High            |
| 4. I draw ideas in my notes based on my memory.             | 3.17        | Sometimes        | Moderate        |
| 5. I reduce my notes from three pages to one.               | 3.02        | Sometimes        | Moderate        |
| 6. I replace keywords with symbols and diagrams.            | 2.82        | Sometimes        | Moderate        |
| <b>Composite</b>                                            | <b>3.29</b> | <b>Sometimes</b> | <b>Moderate</b> |

As reflected in the table, students “moderately” prefer visual learning modality ( $w\bar{x} = 3.29$ ) with the verbal description of “sometimes” ranging from 2.61 – 3.40. Specifically, the results indicate that most of the learners who prefer the mentioned modality “highly” prefer the following indicators: (a) review notes and look for patterns ( $w\bar{x} = 3.73$ ); (b) find flowcharts to clarify things ( $w\bar{x} = 3.58$ ); and (c) explain drawings verbally or through words ( $w\bar{x} = 3.43$ ). These findings indicate that visual learners learn the language by writing it down in notebooks, jotting down key points or important words on small cards and displaying them around the house, taking notes from teachers' explanations, making lists, watching videos, using flashcards, highlighters, underlining, and so on. They also get more information from visual images (pictures, diagrams, graphs, schematics, demonstrations (Fakhirah, 2022). These results reveal visual modality is the least preferred among the other learning modalities in taking in information. The above finding is vital as it will help teachers and other stakeholders in choosing the learners' preferred learning modality, especially when veering away from the visual modality. This does not mean however that the said modality will be totally ignored as there are also others who prefer such.

#### *Auditory Learning*

Table 2 reveals how much students prefer auditory learning in taking in information. Based on the weighted mean values ranging from 3.41 to 4.20, the findings collectively indicate that the learners perceived a “high” level of preference for the Auditory. Most auditory learners prefer to discuss topics with others to learn with a 4.36 weighted mean and a verbal description of “Always” with a “Very High” extent of preference. The result is likewise evident in the study of Manel (2023) which emphasized the need for auditory learners to speak to more people to understand concepts better. The results indicate that, of the various learning modalities, the auditory modality is the second most favored. The findings imply that incorporating auditory components into lessons can increase the effectiveness of lessons. A teacher can meet the needs of a large percentage of students by using strategies like group discussions, oral presentations, and verbal explanations.

**Table 2.** Descriptive statistics of the extent to which students prefer auditory learning in taking in information (n = 250)

| Indicators                                                                      | Mean        | Interpretation  | Extent      |
|---------------------------------------------------------------------------------|-------------|-----------------|-------------|
| 1. I discuss topics with others.                                                | 4.36        | Always          | Very High   |
| 2. I explain new ideas to other people.                                         | 3.84        | Frequent        | High        |
| 3. I orally read and re-read my notes.                                          | 3.48        | Frequent        | High        |
| 4. I listen to people who speak well and those who are experts in their fields. | 3.47        | Frequent        | High        |
| 5. I like to attend discussions and tutorials.                                  | 3.46        | Frequent        | High        |
| 6. I listen to myself while talking.                                            | 3.46        | Frequent        | High        |
| <b>Composite</b>                                                                | <b>3.68</b> | <b>Frequent</b> | <b>High</b> |

### Reading and Writing Learning

Table 3 exhibits the extent to which students prefer reading and writing in taking in information.

**Table 3.** Descriptive statistics of the extent to which students prefer reading and writing learning in taking in information (n = 250)

| Indicators                                                     | Mean        | Interpretation  | Extent      |
|----------------------------------------------------------------|-------------|-----------------|-------------|
| 1. I rewrite the information presented by others.              | 3.95        | Frequent        | High        |
| 2. I silently read my notes and highlight important concepts.  | 3.65        | Frequent        | High        |
| 3. I read and extract meanings from headings and titles.       | 3.54        | Frequent        | High        |
| 4. I go over my notes and categorize them by topics.           | 3.47        | Frequent        | High        |
| 5. I read and take down notes for review.                      | 3.31        | Sometimes       | Moderate    |
| 6. I read books, essays, manuals, and other reading materials. | 3.26        | Sometimes       | Moderate    |
| <b>Composite</b>                                               | <b>3.53</b> | <b>Frequent</b> | <b>High</b> |

It can be observed that students prefer to rewrite the information presented by others ( $w\bar{x}=3.95$ ), silently read notes and highlight important concepts ( $w\bar{x}=3.65$ ), read and extract meanings from headings and titles ( $w\bar{x}=3.54$ ), and go over their notes and categorize them by topics ( $w\bar{x}=3.47$ ). These four indicators' mean values range from 3.41 to 4.20, which indicates that the learners perceived a "high" level of preference for reading and writing in taking in information. The result is similar to the finding of Akhlaghi et al. (2018) where students make notes in classes. One technique that helps students comprehend and remember what they read is to take notes to highlight the main ideas in a text. This is because, rather than copying a lot of the text, they can use it to make notes of the concepts that are most pertinent to them. To take quality notes, students need to read with attention, evaluate the material, and exercise critical thought (The Learning Center, 2021). The results imply that a significant portion of learners inform educators about the need to diversify instructional strategies. It emphasizes the importance of making reading and writing activities more engaging and it encourages the exploration of alternative methods. Educators can incorporate interactive and multimedia elements to make these activities more appealing and relevant to students.

### Kinesthetic Learning

Table 4 shows the students' level of preference for kinesthetic modality in taking information.

**Table 4.** Descriptive statistics of the extent to which students prefer kinesthetic learning in taking in information (n = 250)

| Indicators                                                                     | Mean        | Interpretation  | Extent      |
|--------------------------------------------------------------------------------|-------------|-----------------|-------------|
| 1. I enjoy role-playing.                                                       | 4.28        | Always          | Very High   |
| 2. I use all my senses - sight, touch, taste, smell, and hearing.              | 3.86        | Frequent        | High        |
| 3. I like to do things for myself, instead of asking somebody to do it for me. | 3.74        | Frequent        | High        |
| 4. I get knowledge by doing.                                                   | 3.67        | Frequent        | High        |
| 5. I enjoy leaving the room to join practices.                                 | 3.44        | Frequent        | High        |
| 6. I learn more when I go on field trips.                                      | 3.34        | Sometimes       | Moderate    |
| <b>Composite</b>                                                               | <b>3.72</b> | <b>Frequent</b> | <b>High</b> |

The students' level of preference for kinesthetic modality in taking information, with weighted mean values ranging from 3.41 to 4.20 indicating a "high" level of preference for the Kinesthetic modality. Most of the learners enjoy role-playing ( $w\bar{x} = 4.28$ ) with weighted mean values ranging from 4.21-5.00, the findings unveil learners perceived a "very high" level of preference for the said indicator. Results also show that the students "highly" prefer to use senses - sight, touch, taste, smell, and hearing ( $w\bar{x} = 3.86$ ), carry out tasks on their own ( $w\bar{x} = 3.74$ ), learn by doing ( $w\bar{x} = 3.67$ ), and leave classrooms for practices ( $w\bar{x} = 3.44$ ). These results affirmed the statements of Zineb and Anfel (2023) and Akbulut et al. (2023) that kinesthetic learners learn best through hands-on experiences and physical practice. Moreover, they generate or modify things with one's hands and use one's entire

body to communicate and transform ideas and feelings. According to the results, kinesthetic modality is the most favored among the other learning modalities. The results imply that teachers can improve students' engagement by implementing manipulative and movement-based activities. Instructors can include exercises or simulations that allow students to apply concepts in real-world situations, which can help them understand and remember the information better.

### 3.2 Students' Preference in Presenting Information

#### *Visual Presentation*

Table 5 presents how much students prefer visual learning in presenting information

**Table 5.** Descriptive statistics of the extent to which students prefer visual presentation of information (n = 250)

| Indicators                                                                                | Mean        | Interpretation   | Extent          |
|-------------------------------------------------------------------------------------------|-------------|------------------|-----------------|
| 1. I use images, lots of colors, and different font sizes and styles in presenting ideas. | 3.55        | Frequent         | High            |
| 2. I make a drawing or any type of illustration to express my ideas.                      | 3.26        | Sometimes        | Moderate        |
| 3. I use various layouts in making presentations.                                         | 3.16        | Sometimes        | Moderate        |
| 4. I use charts and diagrams to analyze and present data.                                 | 3.04        | Sometimes        | Moderate        |
| 5. I prefer to use diagrams in presenting data.                                           | 2.90        | Sometimes        | Moderate        |
| 6. I like to present my work using graphs.                                                | 2.79        | Sometimes        | Moderate        |
| <b>Composite</b>                                                                          | <b>3.12</b> | <b>Sometimes</b> | <b>Moderate</b> |

The research findings suggest that students exhibit a preference for visual learning when conveying information to others, as indicated by weighted mean values ranging from 2.61 to 3.40. This suggests a "moderate" level of preference for this mode of learning. Specifically, a majority of students favored using images, various colors, and diverse font sizes and styles when presenting ideas to others, with a weighted mean of 3.55, indicating a "high" level of preference. These findings align with previous studies by González-Beltrán et al. (2023), McKeown (2023), and Payaprom (2020), which also highlight the reliance of visual learners on pictorial and diagrammatic information, suggesting that they learn most effectively through visual means.

The students exhibit a moderate preference for all other indicators, as evidenced by weighted mean values ranging from 2.61 to 3.40. These include making drawings or illustrations to convey ideas ( $w\bar{x} = 3.26$ ), employing various layouts in presentations ( $w\bar{x} = 3.16$ ), utilizing charts and diagrams for data analysis and presentation ( $w\bar{x} = 3.04$ ), incorporating diagrams in data presentation ( $w\bar{x} = 2.90$ ), and presenting work using graphs ( $w\bar{x} = 2.79$ ). Tzenios' study (2020) corroborates these findings, indicating that visual learners favor tools such as diagrams to complement verbal explanations and provide visual context. Notably, the results highlight visual modality as the least preferred method for presenting information to others. The aforementioned finding is important because it offers recommendations to educators and other stakeholders regarding how students prefer to present information, especially when it deviates from the visual modality. However, since some people prefer the visual modality, this does not mean that it will be entirely ignored.

#### *Auditory Presentation*

Table 6 demonstrates the presentation of information to others through auditory means.

**Table 6.** Descriptive statistics of the extent to which students prefer auditory presentation of information (n = 250)

| Indicators                                                                                                                                        | Mean        | Interpretation  | Extent      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|-------------|
| 1. I look for people who like to listen and talk.                                                                                                 | 4.14        | Frequent        | High        |
| 2. I prefer to join group discussions                                                                                                             | 3.89        | Frequent        | High        |
| 3. I speak in various ways based on my purpose.                                                                                                   | 3.49        | Frequent        | High        |
| 4. I like to say something or make a comment on the works of others.                                                                              | 3.48        | Frequent        | High        |
| 5. I participate in online discussions and chats using any of the following platforms: email, blogs, Twitter, Facebook, and Tiktok, among others. | 3.36        | Sometimes       | Moderate    |
| 6. I organize groups and discuss with them.                                                                                                       | 3.28        | Sometimes       | Moderate    |
| <b>Composite</b>                                                                                                                                  | <b>3.61</b> | <b>Frequent</b> | <b>High</b> |

The data indicates that presenting information to others through auditory means ( $w\bar{x} = 3.61$ ) is characterized by a frequent and high preference for verbal description. According to the results, students demonstrate a preference for activities such as listening and talking ( $w\bar{x} = 4.14$ ), participating in group discussions ( $w\bar{x} = 3.89$ ), adapting speech according to the purpose ( $w\bar{x} = 3.49$ ), and providing comments or feedback on others' work ( $w\bar{x} = 3.48$ ).

These findings align with Yotta's assertion (2023) that auditory learners tend to excel in activities involving verbal explanation and group interaction. Notably, the results indicate that among all learning modalities, auditory presentation ranks as the second most preferred method for conveying information to others. The results suggest that incorporating auditory elements into educational materials can improve their effectiveness in conveying information to others. By adopting methods such as oral presentations, group discussions, and verbal explanations, educators can cater to the preferences of a considerable number of students.

### ***Reading and Writing Presentation***

Table 7 presents the students' level of preference in Reading and Writing modality.

**Table 7.** Descriptive statistics of the extent to which students prefer reading and writing presentation of information (n = 250)

| Indicators                                                                             | Mean        | Interpretation   | Extent          |
|----------------------------------------------------------------------------------------|-------------|------------------|-----------------|
| 1. I arrange things or ideas based on their importance, priority, category, or schema. | 3.56        | Frequent         | High            |
| 2. I re-write ideas, thoughts, and principles in my own words.                         | 3.52        | Frequent         | High            |
| 3. I arrange my list in multiple-choice to distinguish ideas from each other.          | 3.36        | Sometimes        | Moderate        |
| 4. I organize any diagrams and graphs into statements.                                 | 3.02        | Sometimes        | Moderate        |
| 5. I convert reactions, actions, diagrams, and charts into words.                      | 2.91        | Sometimes        | Moderate        |
| 6. I send my own articles and write-ups to various print media.                        | 2.59        | Sometimes        | Moderate        |
| <b>Composite</b>                                                                       | <b>3.16</b> | <b>Sometimes</b> | <b>Moderate</b> |

Table 7 illustrates the extent of students' preference toward different modes of presenting information, particularly in Reading and Writing. Weighted mean values between 3.41 and 4.20 signify a "high" level of preference. The majority of students show a penchant for arranging items or concepts based on significance, priority, classification, or structure (average = 3.56), and expressing ideas, thoughts, and principles in their own words (average = 3.52), indicating a notable preference for these approaches.

Students exhibit a "moderate" inclination towards other methods, such as distinguishing ideas by arranging lists in multiple-choice format (average = 3.36), transforming diagrams and graphs into statements (average = 3.02), verbalizing reactions, actions, diagrams, and charts (average = 2.91), and submitting personal articles and compositions to print media outlets (average = 2.59). These results imply that learners who favor reading and writing excel in conveying information through written language. Additionally, the data indicates that the reading and writing mode ranks third among students' preferences for presenting information to others.

The research conducted by Konstantinidou et al. (2023) and Leijten et al. (2019) is reinforced by findings indicating that individuals who excel in reading and writing skills transform written data into practical action. Effective comprehension of instructions is crucial for the reader to grasp the required tasks. In pursuit of personal goals, information undergoes conceptualization, restructuring, and linguistic adaptation to generate written content aimed at informing and convincing the reader (functional writing).

Furthermore, empirical research in writing by Michel et al. (2020) suggests that reading-to-write tasks demand a specific set of literacy skills and cognitive processes that extend beyond those typically associated with writing alone. Consequently, students engaged in such tasks must effectively juggle both reading and writing components: they need to strategize, compose, and revise their own texts while also comprehending the content of source materials, selecting relevant information from these sources, and so forth.

These findings underscore the importance of injecting more appeal into reading and writing activities and encouraging exploration of diverse methodologies. To enhance the engagement and relevance of exercises, particularly regarding how students prefer to convey information to others, educators can integrate interactive and multimedia elements.

### ***Kinesthetic Presentation***

Table 8 demonstrates the students' strong inclination (weighted mean = 3.80) towards the Kinesthetic mode when conveying information to others, with weighted mean values ranging from 3.41 to 4.20. The majority of kinesthetic learners exhibit a notably high preference for drawing upon personal experiences in decision-making (weighted mean = 4.41), as well as a strong preference for engaging in hands-on activities (weighted mean = 4.17), recounting

events based on actual occurrences (weighted mean = 3.99), and detailing experiences based on specific events (weighted mean = 3.94).

**Table 8.** Descriptive statistics of the extent to which students prefer kinesthetic presentation of information (n = 250)

| Indicators                                                                     | Mean        | Interpretation  | Extent      |
|--------------------------------------------------------------------------------|-------------|-----------------|-------------|
| 1. I use my own experiences when making decisions.                             | 4.41        | Frequent        | High        |
| 2. I am interested in hands-on activities.                                     | 4.17        | Frequent        | High        |
| 3. I relay information based on what exactly happened.                         | 3.99        | Frequent        | High        |
| 4. I focus on real things because reality is important to me.                  | 3.94        | Frequent        | High        |
| 5. I prefer to give plenty of examples in my summary.                          | 3.15        | Sometimes       | Moderate    |
| 6. I give a lot of examples when I talk, write, discuss, and present my ideas. | 3.13        | Sometimes       | Moderate    |
| <b>Composite</b>                                                               | <b>3.80</b> | <b>Frequent</b> | <b>High</b> |

These results underline that Kinesthetic learners thrive through physical engagement, movement, and tactile experiences, relying on touch and bodily motion to process information. When disseminating information, they often prefer to draw upon personal experiences, consistent with their preferred learning style. This corroborates the assertions of Zineb and Anfel (2023) and Gill et al. (2023) regarding how kinesthetic learners manipulate objects with their hands, communicate, and express ideas through bodily actions. The findings underscore Kinesthetic modality as the preferred mode for presenting information to others among the surveyed students. Given the prevalence of Kinesthetic preference among students, educators can enhance student engagement by incorporating activities that involve movement and manipulation. Providing exercises or simulations that allow students to apply concepts in practical contexts can aid in comprehension and retention of information.

### 3.3 Academic Performance of the Students in English

Table 9 illustrates the Academic Performance of Students in English.

**Table 9.** Academic performance of the students in English (n = 250)

| Rating       | Verbal Description  | Frequency | Percentage |
|--------------|---------------------|-----------|------------|
| 90% - 100%   | Outstanding         | 61        | 24.40      |
| 85% - 89%    | Very Satisfactory   | 97        | 38.80      |
| 80% - 84%    | Satisfactory        | 70        | 28.00      |
| 75% - 79%    | Fairly Satisfactory | 22        | 8.80       |
| Mean = 85.55 | (Very Satisfactory) |           |            |
| SD = 4.63    |                     |           |            |

Table 9 illustrates that 24.40% of surveyed students achieved an outstanding rating, 38.80% attained a very satisfactory rating, and 28% performed satisfactorily. Additionally, 8.80% received a rating of "fairly satisfactory." These results highlight the need for remedial activities to address gaps in English language learning among these students. The overall performance score for the students is 85.55, characterized as "very satisfactory." This score slightly exceeds previous research results by Jumento (2023), who reported an 83.30% rate, and Aragote et al. (2019), who found 82.52% of respondents performing satisfactorily in English. This suggests that students at this level have generally mastered essential English concepts and can apply them independently in real-world tasks, as per Deped Order No. 73, s. 2012. These findings indicate that, on average, students performed well in their assessments or exams, reflecting a relatively high overall level of academic achievement within the group.

### 3.4 Relationship Between Students' Preference for Absorbing Information and their English Academic Performance

Table 10 presents the data that identifies the correlation between students' preferences for acquiring information through the four perceptual learning modalities and their English academic performance. Utilizing Multiple Linear Regression Analysis, it is demonstrated that the overall F-Test holds significance ( $p = 0.000 < \alpha = 0.05$ ). This indicates that the sample data provide substantial evidence for rejecting the null hypothesis, suggesting that certain explanatory variables (the four perceptual learning modalities) significantly predict students' academic performance in English. According to the linear regression findings, only the preference for the reading and writing learning modality emerges as a significant predictor of students' academic performance ( $p = 0.000 < \alpha = 0.05$ ), with a positive coefficient (3.03). This suggests that higher preference for reading and writing among students correlates with greater academic success in English.

**Table 10.** Correlational analysis for the relationship between students preference and academic performance in English (n = 250)

| Variables                        | Coefficients | SE   | t Stat | P-value |
|----------------------------------|--------------|------|--------|---------|
| Intercept                        | 73.59        | 2.03 | 36.34  | 0.000   |
| Visual                           | -0.72        | 0.63 | -1.15  | 0.251   |
| Auditory                         | 1.00         | 0.66 | 1.53   | 0.128   |
| Reading and Writing              | 3.03         | 0.64 | 4.72   | 0.000   |
| Kinesthetic                      | -0.01        | 0.58 | -0.02  | 0.987   |
| r = 0.4405                       |              |      |        |         |
| r <sup>2</sup> = 0.1941          |              |      |        |         |
| adjusted r <sup>2</sup> = 0.1809 |              |      |        |         |
| F-ratio = 14.749                 |              |      |        |         |
| p-value = 0.000 (significant)    |              |      |        |         |
| Level of significance = 0.05     |              |      |        |         |

The results imply that students' proficiency in reading and writing strongly influences their overall academic achievement, highlighting the pivotal role of tasks involving reading comprehension and written expression in assessing and forecasting students' English proficiency. This finding resonates with Akhlaghi et al.'s (2018) study, indicating that individuals favoring a reading/writing learning style tend to achieve higher academically. Those inclined towards reading and writing activities may excel academically as reading serves as a fundamental method of information acquisition. Yotta (2023) underscores that reading and writing learners absorb information primarily through reading materials, note-taking, and list-making. Additionally, being cognizant of learners' diverse learning styles and implementing appropriate strategies can enhance academic performance. Individuals proficient in reading may adeptly comprehend and process written information, which can be advantageous in academic settings where textual information predominates. Moreover, effective reading and writing skills often coincide with strong study habits, such as note-taking, summarization, and creating outlines, enhancing understanding and retention of academic content. These results align with Tus et al.'s (2020) findings, emphasizing the importance of regular study habits, including reading, note-taking, and meeting learning objectives, in fostering academic success.

### 3.5 Relationship Between Students' Preference in Presenting Information and their English Academic Performance

Table 11 reveals the correlation between students' inclination towards presenting information through the four perceptual learning modalities and their academic performance in English.

**Table 11.** Correlational analysis for the relationship between students preference and academic performance in English (n = 250)

| Variables                        | Coefficients | SE   | t Stat | P-value |
|----------------------------------|--------------|------|--------|---------|
| Intercept                        | 76.61        | 1.91 | 40.09  | 0.000   |
| Visual                           | -1.73        | 0.59 | -2.93  | 0.004   |
| Auditory                         | 0.52         | 0.61 | 0.85   | 0.397   |
| Reading and Writing              | 1.75         | 0.71 | 2.47   | 0.014   |
| Kinesthetic                      | 1.87         | 0.60 | 3.11   | 0.002   |
| r = 0.3821                       |              |      |        |         |
| r <sup>2</sup> = 0.1460          |              |      |        |         |
| adjusted r <sup>2</sup> = 0.1321 |              |      |        |         |
| F-ratio = 10.474                 |              |      |        |         |
| p-value = 0.000 (significant)    |              |      |        |         |
| Level of significance = 0.05     |              |      |        |         |

Table 11 illustrates the data aimed at discerning the correlation between students' preferences in presenting information through the four perceptual learning modalities and their academic performance in English. It indicates that the overall F-test holds significance ( $p = 0.000 < \alpha = 0.05$ ), leading to the rejection of the null hypothesis. This suggests that certain explanatory variables (the four perceptual learning modalities) significantly influence students' academic performance in English. The linear regression analysis reveals that students' preferences in presenting information through visual ( $p = 0.004$ ), reading and writing ( $p = 0.014$ ), and kinesthetic ( $p = 0.002$ ) modalities are significantly linked to their academic performance in English. Furthermore, the data highlight that the coefficient for the visual modality (-1.73) is negative, indicating that students who rely more on visual presentations tend to have lower academic performance in English. Conversely, those who utilize reading and writing (coefficient = 1.75) and kinesthetic (coefficient = 1.87) modalities in presenting information tend to achieve better academic performance in English.

These findings suggest that while visual presentations hold importance in certain educational contexts, other modalities such as reading and writing, and kinesthetic engagement play a more pivotal role in determining academic success, particularly in English. This underscores the complexity of learning styles and emphasizes the necessity for a diverse skill set to excel academically.

The study also reveals that according to Neupane et al. (2023), visual learners who prefer pictures, drawings, models, and paintings tend to perform less well academically in English. This aligns with Akhlaghi et al.'s (2018) findings, which suggest that students favoring a reading/writing learning style tend to outperform those without such a preference. Additionally, Zineb and Anfel's (2023) study indicates that reading and writing learners excel through written words, emphasizing the significance of note-taking as a strategy to enhance understanding and retention from reading. Moreover, Amuda and Ali's (2018) study confirms the relationship between students' study habits and academic performance, while Chetty's (2019) research emphasizes that learners' habits are pivotal in determining academic success.

#### **4.0 Conclusion**

This work significantly advances the field of education by shedding light on the importance of recognizing and accommodating diverse learning preferences among students. By acknowledging that students exhibit varied preferences in learning English, the study underscores the necessity for educators to adopt a more personalized approach to teaching. The research contributes to the present state of knowledge by emphasizing the impact of tailored instruction on student motivation, engagement, comprehension, retention, and overall academic success. By aligning teaching methods with individual learning styles, educators can create a more inclusive and efficient learning environment that caters to the unique needs of each student.

Furthermore, the work suggests several areas for future study. Firstly, researchers could delve deeper into the specific strategies and techniques that are most effective for different learning preferences, providing educators with more practical guidance on how to implement personalized instruction. Additionally, longitudinal studies could explore the long-term effects of personalized learning approaches on students' language proficiency and academic achievement. Moreover, investigations into the intersectionality of learning styles with other factors such as cultural background, socioeconomic status, and cognitive abilities could offer valuable insights into how to further optimize educational practices for diverse student populations. Overall, continued research in this area has the potential to continually refine and enhance teaching methodologies, ultimately leading to more impactful learning experiences for students.

#### **5.0 Contributions of Authors**

This study has a single author and his adviser reviewed and approved the final version of this paper.

#### **6.0 Funding**

No funding agency is sponsoring this research.

#### **7.0 Conflict of Interests**

The author declared that he has no conflicts of interest as far as this study is concerned.

#### **8.0 Acknowledgment**

The author is thankful to Foundation Univesity and to the DepEd – Dumaguete City Division for the support in the overall success of this study.

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