Learners' learning preference on second language acquisition: The case of Junior High School in the Philippines

Mercedita M. Reyes

University Science High School, Central Luzon State University, Science City of Muñoz, Nueva Ecija Philippines

merceditareyes@clsu.edu.ph

Abstract

In cognizance with individual variability for learning a target language, and students' personalities that affect language learning preference, this paper investigated a population by selecting samples to establish the students' learning preference on second language acquisition, specifically the English language in the context of Philippine junior high schools. Descriptive method of research was observed. The questionnaire has two parts embracing the respondents' personal profile and their learning preference which was broken down into four sub-categories: (a) Policy, (b) Practice, (c) Evaluation, and (d) Motivation. The study established that English is practiced by majority of the junior high school students as their second language, the first being Filipino. English is preferred to be learned in the morning. Responses indicated that Philippine junior high school students do not generally favor imposition of strict rules on the usage of English inside and outside the classroom and respondents just moderately agreed that classroom interaction must be in pure English. Students prefer that teachers formally lecture on the rules of grammar and their mistakes or lapses in grammar be corrected right away. From the findings, some practical recommendations are articulated accordingly.

Keywords: Second Language Acquisition, Student Learning Preference, English Language.

Introduction

Second language acquisition has always posted issues and concerns to both teachers and students. Correspondingly, to communicate and deal with people across borders for many purposes than one, a desire to adapt and adjust is requisite to acquiring and learning a second language other than the mother language[1]. Predominantly, it may be considered that learning a second language does not only involve gaining knowledge about grammar and the pronunciation systems; definitely, it is a skill or a set of skills[2].

It can be put forward that the need to learn another language, may this be official second language or any foreign language, on top of the first language or the native one by virtue of race or one's origin is as old as humanity itself that in effect refers to the people who use the language. Acquisition then as a matter of nomenclature in the domain and nuances of second

language is one's capability of developing the facility to communicate spontaneously using the learned target language in an unplanned or spontaneous discourse.

When we give high importance, value or high desirability if not functionality to the acquisition of something, then we desire to acquire that target or goal the fastest we can manage, albeit still being dependent on some factors. One consideration that may be given spotlight is an individual's personality as it differs from person to person and in the case of learning in the academe, from learner to learner. Elements of students' personality include the social and interactive skills, where the more interactive and outgoing may be led to higher use and utilization as opportunities come also in more registry, exposure and practice, and hence faster acquisition of the target language in this case.

In an investigation in Thailand, follow-up interviews on the participants revealed that variation in learners' learning preference is attributed to factors such as "the linguistic features of learners' first language, existing knowledge of the target language, affective feelings, and teacher's role[3]." These are somehow inherent to the nature of the language and the factors at play when the language teaching and learning in the classroom takes place. Understandably, the very nature of the first and second languages are in positions to offer issues and conflicts - hence L1 and L2 relationship. Who gives the instruction and how effective it is carried out and how it is received by learners will have their dimensions in the outcome.

It can be claimed that one foremost and typical concern in second language acquisition (SLA) studies is that language learners get to reach a relatively higher level of language proficiency but some others do not, even if they are put in similar context and under similar circumstances[4]. This magnifies the fact that even with the same setting and the same outside variables, learning level can be varied. This can then be accounted by internal factors such as the capacity and the ability of the students to absorb which can be explained by even more multitude of factors; one being the learning preference and style. By and large, across borders and origin,

second language teaching is considerably an area that consistently if not continuously necessitating change for the past decades in response to the global changing demands[1]. While some are still in the adaptive phase especially those that are lagging behind in terms of resources, some are already advanced. In this line, some research that examine language learning strategies and the specific characteristics of learners in the classroom that would aid motivation and would foster progress in the teaching-learning scheme have been called for. Efforts from key players and active participation in learning for the target learners "are essential factors in the success of second language learning[5]."

Fundamentally, language learning in the formal classroom that are designed as classroom-based may be said to suit learners who predominantly and ideally wishing to pass or score high in set examinations but may be considered not too welcome and a plausible cause of anxiety and problem for many struggling ones who have difficulty keeping the pace and track of the routine with the class schedule and satisfy requirements with the given deadlines. From this opaque, language learning in classrooms can be said to be restricting learners who are conscientiously pouring effort to achieve high, or aptly put, those who really desire higher to learn the language. In addition, learning English or any other language may be in conflict with "the lack of resources or with the absence of opportunities to practice the given language." Nonetheless, there are learners who, despite these seeming restrictions, manage to reach varying degrees of proficiency in the target language, thus, demonstrating an ability to overcome such barriers within their contextual environment. While motivation and reinforcement are reasons that contribute to language proficiency, the question of why these learners achieve some success while other learners still struggle at basic levels, requires more research[4]. It really needs exploration so help can be offered where it is needed.

Over the years, researchers and educators who are also policy makers in this respect have been working on the learning preferences, seeing the light that these require investigation and critical study. Available literature, however, posit that measures of "perceptual learning styles rely mostly on self-reporting questionnaires and students select or indicate

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their preferred learning styles even in the area of language." The survey conducted by Reid[6] revealed four perceptual learning modalities: (1) Visual learning (for example, reading and studying charts) 2) Auditory learning (for example, listening to lectures or audiotapes) 3) Kinesthetic learning (involving physical responses) 4) Tactile learning (hands-on learning, as in building models)[6].

Reid's[6] study opened interpolation that students have strong preference to kinesthetic and tactile learning styles. This means that students would like to move and do something physical while absorbing the concept. They use their physical faculties in order to translate teaching into learning. Reid concludes that "preferences of non-native speakers more often vary at a significant note from those of the native or first language speakers; that ESL students with different and varied language backgrounds differ from each other in their preferred learning style; and that variables such as sex, length of time studying, field of study, level of education, TOEFL score, and age are factors to these differences." While some of the variables are somehow given, others are still unexplored in terms of their significant relationship with achievement.

Interestingly in Japan, performances of second language learners were determined and the effects of their individual differences were closely examined. The study determined the behavior of EFL learners (23) -16 females and 5 males. This identified some features that are associated with levels of performance that concerns behavior when listening to how the target language is being used. The writer compiled "a profile of successful versus non-successful learners where backchannel listening behavior is concerned."

The findings confirmed variety in schema on listening, and that output is usually influenced in varying degrees by, among other things, "the specific contexts of each conversation, the personality and demeanor of the participants, and the chemistry between the participants in the dyadic conversations, as well as seemingly peripheral variables such as the amount of sleep the participants had the night before and the mood of the participants at the time of the conversations, etc.[7]".

The study identified "some areas of listening that EFL teachers and trainers in Japan can target for instruction in their classrooms which involves the appropriate usage of discourse markers and listener responses, evaluative comments, return questions, follow-up questions, new topic initiation, expansion techniques, the ability to ensure comprehension on the part of the listener, and the ability to initiate repair when there is a potential breakdown[9].

In Taiwan, the culture interplay is accordingly noted and that "English combined with globalization processes inevitably have effects on Taiwan's local cultures[8]. However, the extent of influence depends on how the cultures and values transmitted by global English are identified and appropriated at the local level[8]." Results implicated that "schools should provide effective and consistent English education which can really enhance students' English ability" and, thereby, "decrease the need to attend supplementary English courses after school." Consequently, it was expressed that appropriate planning and support must aim to bridge the gap between intention and implementation of policy initiatives to be provided at the national and institutional levels. This would entail a review of measures and practices regarding English education and English promotion and a need to reexamine the adequacy of the norms embedded in the practices of English education and ELT as well as the sociocultural and sociolinguistic factors affecting the effects of policy measures. For policy makers and educational practitioners, "instead of simply setting up curriculum requirement and English benchmark for admission, graduation and employment, more attention should be paid to the contextual and sociolinguistic aspects that the state English education has been confined to, the impact of divergent language competence and personal needs among English learners, and the pedagogical implication of the practice-based and communicative nature of English as a global language[8]".

In Russia, researchers[9] took effort to establish "the learning style preferences of EFL, ESL, and Asian ESL students." The

findings forwarded that these language learners indicated preference for group activity, that entails collaborative performance over the individual type of work, with the EFL and Asian ESL learner-participants choosing project-based work, that is being done and eventually being accomplished in group. This puts forward the idea that they produce more when concerted efforts are harmonized towards a goal. More heads are indeed better than one. This goes with the idea that everyone is contributory to the goal and that all have the desire to achieve the target. While it is at times advantageous to work independently for a a certain task, it is articulated here that the students in the age group would like to share, contribute and achieve with their peers. The researchers[11] hinted for some influences in cultural context that may be further investigated as they were at play. More and more studies that may be considered cross-cultural in settings have supported the relationship that exists between culture and the concept of learning. These body of literature have posited the interplay that culture together with ethnicity including class and respective gender have significant role to play in shaping the preference to learning as well as the learner's learning style[10]. Presumably, when likeness, belongingness and common grounds are in place, complementation, if not supplementation is likely to take place.

For the Arabs, "partial dictation as effective both in enhancing Arab EFL learners' segmentation ability and in assessing such ability" was suggested[11] "partial dictation activities draw students' attention to the causes of their segmentation failures, the activities also prepare them to, for example, recognize reduced forms, assimilated forms, and elided forms in connected speech." But while students perceived "partial dictation as an effective activity and were generally satisfied with the procedures, they prefer different content." With due considerations to the limits of his study, he recommends for "a more comparative research to investigate learners' performance on the different types of segmentation problems." This offers gap worthy of investigation especially in the advent of digital era and industrialization 4.0.

Still in the Middle East, "the diverse tutoring models that accommodate the background and experiences of Middle Eastern students" were explored, and looked into their particular strengths and weaknesses. Based on the findings, the author[12] recommends "tutorial training that emphasizes flexibility and recognizes the unique nature of each tutorial situation." These findings hope to signal direction for the development of writing center pedagogy that focuses on the linguistically and culturally diverse students in the Middle East. This again calls our attention to the interplay of culture which may be dictating personality or preference on the part of the learners.

Among Chinese, "an examination of how word-focused tasks would affect EFL learners' initial word learning" was done, "employing a pretest-posttest experimental design[13]." The study investigated "the task type effects on EFL learners' vocabulary knowledge, followed by examination of whether such effects were independent of EFL proficiency." It was posited in this study that "the task type effects are largely independent of EFL proficiency."

Success to learn "involves matching the method the lecturers use and the way the students learn[14]." This study employed metaphorming method and tried to find if teaching methods significantly affect the students' essay writing and determined "the type of cognitive style that has a greater effect on students' performance in writing an English essay." Results confirmed that "students' performance in writing essay relates to the teaching method and learners' way of receiving, processing, and responding to information." The findings also revealed that "the field-independent students benefit more than the field-dependent students when they are taught using metaphorming method."

In Vietnam, Nguyen and Godwyll did "a qualitative case study using document analyses, observations, and interviews of 22 participants from a university in the central area of the country[15]" was undertaken. The study revealed among others "the ambiguity in foreign language policies; unresolved dilemmas in curricula, quality and textbook usage, teaching and learning resources, instructional approaches, and problems relating to teachers' qualifications." The significant findings emancipated the marginalized voices of English teachers and learners. The researchers[15] hope that the results of the study would be useful as bases for decisions on "programming,

material selection, pedagogical choices among others for enhancing English programs to better respond to learners' needs.[17]" They believe that the practicality of this research would not be limited to the context of Vietnam, but reach further the regional and international institutions with similar problems.

Fundamentally, English as in any language teaching should cover acquisition at its core because this may inform other aspects and domains that language teachers do in the classroom. It is in knowing about this that helps teachers gauge whether things are done right or not, which in turn gives greater confidence in their abilities. When these things are done regularly and in consideration of the positive edges, benefits can be more pronounced.

Learning a second language is seen as "a process of habit formation resulting from input and positive reinforcement of correct habits, negative reinforcement of mistakes so they can be avoided." Learners can be likened to a blank canvas. They learn a second language being treated as a set of input that becomes part of habits which have been refined through imitation. What is given dictates what is received. For one, mistake is seen as interference from the habit that was formed; it is unwanted acquisition that may have connection or association with the first language.

Every learner is different, all who sit in the same classroom have varying preferences, and this without surprise makes things a little difficult for classroom language teachers. Just because learners (and a teacher) like doing things one way, this does not mean that they cannot learn to do it in two, three or four ways, alongside their classmates who happen to prefer something different. In fact, learning to learn is something that all learners can benefit from. If teachers can broaden their scope and their learning skills in this way, they can help learners way beyond their team teaching classes.

The teaching and learning of another language or second language in school at that, entails a process of training in adherence to the rules of the language which must make it possible for the learners to express their opinion, to understand matters that confront them and to analyze situations presented to them using the target second language. The rationale is that by the time they leave school, the learners control the tools of the target language in diverse and appropriate contexts, thus, communicate effectively using that language. But learning a language is never an easy thing. It is never one shot. It is undeniably a continuous and arduous process. To this effect, learning English as a second language, considering its complicated nature is justifiably never easy, and therefore an area that needs regular investigation and refinement.

Teachers must continually search for varieties and must continually quench the need to augment learning and find ways to help learners especially if it comes to offering learning options. Learners, on the one hand, must be consulted as to the suitability and reception of whatever is fed to them. With the instructional paradigm shift that necessitated learner-oriented approach towards language learning/teaching, to consider how learners learn can be claimed of crucial importance; further, this can be key to educational success. Undoubtedly, learners receive information in different manners. Some would like to see and become visual while some others would like to hear and become auditory. Some prefer to learn using their own faculties and resources individually, therefore independent of other members of the class, while many others enjoy having interaction with each other from time to time, and therefore develop, if not establish relationship with their classmates. Another window is the available technology and the exponential mileage it gives to learners. Everything becomes visible and accessible at one's fingertips. What may be remote information back then is a readily available bulk at present.

It is widely believed that "the different ways of how a learner takes in and processes information are collectively referred to as learning styles or learning preferences[6]. To achieve a desired learning outcome, teachers should provide teaching interventions and activities that are compatible with the ways through which learners like to learn the language or any other subject matter." When "mismatches exist between learning

styles of the learners in a class and the teaching style of the teacher, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school[16]."

All these relative pieces of information can inform those crafting instructional materials and preparing their syllabus to draft something that is based not on their own perspectives, but more importantly is dictated by the learners' nod of approval and therefore motivate them to learn. Spratt believes that those who are involved in the preparation of syllabus, instructional materials, and even sets of activities more often than not "predict what learners like or dislike on the basis of their perspective or with what the ideal and presumed standard points out[17]." Such approach would fail to capture the actual and real-life learners' learning preferences, which can be said to be evolving over time and space. This would also miss "how useful it is to consult these learners and let them become involved in the process and in effect benefit from this."

Teachers are "surprised to learn about the preference of their learners[18]." Notably, the learners and teachers differ in terms of likes and dislikes in the teaching and learning process. This could pronounce some problems if not properly addressed.

Thus, learning preference is a matter of great importance. If learners' preference on the teaching and learning of English are considered, some concerns are likely to be addressed and difficulties are likely to be less. These would mean starting the learning process where they are and offering them the styles that match their preferences. This way, complementation is in effect. It becomes two-way that both get to benefit from.

Statement of the problem: This study determined the learning preference of junior high school students on second language acquisition. Specifically, it answered: i. How may the socio-demographic characteristics of the respondents be described in terms of the following: (a) sex; (b) learning materials available at home; (c) dialect/language spoken at home; and (d) parents' monthly income? ii. How is second language acquisition preferred by learners in terms of policy, practice, evaluation and motivation?

Methodology

The descriptive method of research to extract vital information that would establish the present conditions was observed for this study[19]. Questionnaire served as the sole instrument in data gathering.

The researcher investigated a population by selecting samples to establish the learners' learning preference on second language acquisition at a junior high school in the Philippines. The student-respondents were selected through stratified random technique using the lottery method. The questionnaire covered their personal profile and their learning preference. The instrument was administered personally to the respondents. There were 97 learner-respondents, broken down into smaller sizes per section per year level. The questionnaire has two parts embracing the respondents' personal profile and their learning preference which was broken down into four sub-categories: (a) Policy, (b) Practice, (c) Evaluation, and (d) Motivation.

The participants were thoroughly oriented and briefed on the objectives of the study in order to gain approval and support. A request was made to the class advisers to seek consent that their learners be allowed to accomplish the questionnaire.

Since the quantitative data need to be processed in order to come up with a valid and systematic presentation and interpretation of data, percentage and means/averages were used.

Results and discussion

The data gathered through the 97 questionnaires are hereby graphically shown, presented and discussed. To emphasize

certain significant points, the figures are shown in tables, but in no way substituted textual description.

The Respondents: Comparing subjects, Pica in her study found out that "instruction does not circumvent the processes responsible for the sequence of learners' development[20]." When classroom language learners are required to express and communicate beyond their ability and competence, mistakes and related concerns are likely to result as "the distorted input may prolong certain stages of development and slow down the emergence of some grammatical features." Through her study, it is implied that the nature and characteristics of learners should be well-defined in the perspective of the teachers to enable them to carry out effective and efficient language instruction.

Table-1 shows that 41 or 42.3 percent of the respondents included in the study are males while 56 or 57.7 percent are females.

Table-1: Sex of Respondents (N = 97).

Sex	f	p
Male	41	42.3
female	56	57.7

Students of different backgrounds have different inherent expectations in relation to second language learning. There is always juxtaposition between the working knowledge of the target language in the teachers and learners' perspectives. Availability of materials at home that expose learners to the target language is found to be relevant as supported by existing body of literature.

Among the learning equipment or materials that could be available at home and that could bring learners' exposure to English, comics were least available. Some 69 respondents or

71 percent indicated the presence of internet connection. The impact of technology on today's education and on second language learning among the young has received its greatest height in the recent pandemic. Student- respondents are exposed to television. Notably, the department of Education (DepEd) has mobilized the TV broadcasting as one medium of instruction. More than being viewed as learning equipment, it caters to the aesthetics of young learners. The presence of educational textbooks at home as indicated by 86 respondents or 88.7 percent is a sound manifestation of their inclination to schooling at a macro level and language learning specifically since most of the textbooks available are in the English language.

Table-2: Learning Materials.

Respondents	f	P
Magazine	78	80.4
Newspaper	77	79.4
Comics	55	56.7
Encyclopedia	85	87.6
Pocketbooks	76	78.4
Educational textbooks	86	88.7
Television	93	95.9
DVD	82	84.5
Computer	85	87.6
Radio	72	74.2
Internet	69	71.1

Learners view the world in very heterogeneous ways[21]. They have different perspectives as brought by their differing backgrounds and interplay of culture and demographics. When learners attempt to learn a second language, they tend to set out or take off from a language they already know – their first language[22]. Second language acquisition therefore can be

viewed from the premise of an already existing or acquired language. Stern[21] elucidated further that when one faces a new challenge, it is seen as challenge, "the first language and the corresponding culture are deeply bound up with learners' personal lives; a new language and culture for that matter demand a personal adjustment where existing values are challenged and some approaches to the new language with certain preconceived ideas may have to be modified."

The circumstances of learning a second language "are like those of a mother tongue[23]. Sometimes there are interference and occasionally, responses from one language system will intrude into speech in the other language." Substantially, Silva believes that "the L2 user or writer has to deal with the culture, thinking, and notions in a language which, most often, is different from that of the L1 of the writer[24]."

Table 3 shows the distribution of respondents based on their language exposure. With the locale being considered and other factors, Filipino is the first language of 94 respondents or 97 percent of the sample.

Differences in the acquisition of first and second languages have to do with numerous factors, including attitude, experience and expectations.

According to Damico[25] "differences are seen in the following areas: (1) Motivation: initial language development is motivated by a desire to communicate and make sense of the world; motivation for second language learning is different because the learner is already able to communicate in a first language. (2) Setting: first language acquisition happens in a natural setting; settings for second language learning are usually more formal and contrived. (3) Amount of Exposure: exposure to a second language is usually less than for a first language. (4) Factors: first language acquisition takes place during all conscious hours, whereas time devoted to the acquisition of a second language is limited. (5) Models: second language learners often suffer from a lack of good language models able to use the new language with native-like

proficiency. In international schools, however, this will depend on the composition of the student body and teaching staff. (6) Interference/Transfer: second language learners have a previous language system which may interfere with the acquisition of the new language. (7) Cultural Interference: learning a second language includes learning the culture transmitted by that language, and second language learners may have difficulty in deciphering culture-bound concepts, including time references and social hierarchies. (8) Expectations: first language development is focused on meaning, whereas second language programs are often focused on grammar and vocabulary. While we do not expect young children to produce perfect language, expectations for second language students are often different. (9) Reinforcement: first language development is encouraged with positive feedback and sometimes "mistakes" are even taken on in the lingua franca of the family. Second language learners receive less descriptive feedback and sometimes even experience negative attitudes towards their home language and culture[25]."

These differences illustrate the favorable conditions surrounding first language development and suggest that these same conditions can act as deterrents to second language acquisition if student experiences are negative. However, as teachers become aware of student needs, many of the negative experiences can be circumvented. Similarities in the processes of first and second language learning are such that all students will benefit from rich language experiences.

Typically, a person "learns a second language partly in terms of the kinds of meanings already learned in the first language[23]." To successfully learn the second language "requires the learners to often preclude the structures of the first language from the target or second language learning process, if the structures of the two languages are different." Some 65 percent or 63 respondents considered English as their second language.

"Many of the difficulties a second language learner has with the phonology, vocabulary, and grammar are due to the interference of habits from the first language. The formal elements of first language "are used within the context of

second language, resulting in errors, as the structures of the languages are different[26]." Hence the relationship in terms of nature and structure of the two languages must be considered."

Differences between "first language and other languages often or sometimes influence literary instruction[27]." The differences "in syntax and pronunciation of two languages cause confusion and students often translate from one language to another directly without fully understanding the meaning of the text."

English and Filipino are not alike in many ways. Learners' acquisition of English must be looked upon with consideration of the differences between these two languages.

Students' Learning Preference on Second Language Acquisition: Results of the study showed that learners do not favor rigidity in the context of strictly using English for communication even in the educational environment. From among the items listed under policy which would guide if not arm policy makers – school administrators and heads, in their shaping or reshaping of policy, the statement, "Students are not entertained in the faculty room unless English is used," was marked with *Disagree* by the respondents. All other items were agreed and moderately agreed upon by the student-respondents.

In a provincial premiere junior high school like the University Science High School, CLSU whose learners are selected by an entrance examination, learners are believed if not expected to be proficient in their use of English as instruction is given more emphasis considering their advantage on variety of factors such as limited number of learners in the classroom, available resources (teachers, materials and technology) conducive learning environment and well-defined learning competencies as reflected in the syllabus and as embodied in the curriculum. With the ideal population in each section in all year levels, the learners get to be taught and oriented differently from learners in public high schools where usual number of learners per section exceeds 50. Learning materials are not that abundant compared to premiere high schools in the urban areas like Metro Manila but the school is equipped with technology that caters to learners' needs. "Drawing on learners' already proficient digital literacy skills allows teachers to create meaningful and engaging projects that provide opportunities for learners to hone their current abilities and acquire new skills at the same time. The average modern learner's extensive use of the Internet and social media for recreation and networking often result in well-developed skills in finding, sharing, and creating content; however, their ability to evaluate and use content is often less developed[28]".

Since the school is situated inside the university campus, the university library which houses vast learning resources is within reach, aside from the school library which holds relevant but limited textbooks and other materials.

Learners in this school are regarded by many as fluent speakers of the English language since their records would prove that they dominate most of the contests/competitions in local and regional levels, be it individual or group performances in writing and speaking categories.

Learners' preference regarding this policy is noteworthy to consider since in principle, the school favors the use of English in interaction especially in formal setting like one that is expected in the faculty room. Supporting this claim is the notice posted inside the faculty room that the place is an English Speaking Zone.

Table-3: Language/Dialect Spoken. N = 97.

Language	1ˢᵗ Language	2ⁿᵈ Language	3ʳᵈ Language	4ᵗʰ Language	5ᵗʰ Language

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	F	P	F	P	F	P	F	p	F	p
Filipino	94	97.0	0	0	1	1.0	0	0	1	1.0
Ilocano	1	1.0	15	15.5	46	47.4	4	4.1	10	10.3
Kapampangan	0	0	4	4.1	4	4.1	36	37.1	21	21.7
Pangasinense	0	0	1	1.0	3	3.1	18	18.6	39	40.2
English	0	0	63	65.0	17	17.5	5	5.2	1	1.0
Others	1	1.0	1	1.0	2	2.1	0	0	0	0

Table-4: Students' Learning Preference. N = 97.

Preference		
Policy	F	x
1. English as a subject is taken in the morning session.	397	4.09
2. English as a subject is taught for 60 minutes.	360	3.71
3. English as a subject is treated as a semester subject with two separate components.	340	3.51
4. Students are encouraged to use English in the canteen, faculty room, science laboratory and in other school premises.	290	2.99
5. Students are not entertained in the faculty room unless English is used.	239	2.46
6. Classroom interaction is in pure English.	257	2.65
7. Strict rules on the usage of English inside the classroom are imposed.	271	2.79
8. Others (Please specify)		
Practice		
1. Grammar lessons are taken directly and separately from literary pieces.	353	3.64
2. Literature is used as springboard for grammar lessons	340	3.51
3. Literature is taught separately with in-depth discussion on content.	346	3.57
4. Mistakes in grammar during classroom interaction are corrected right away.	386	3.98
5. The teacher lectures on the rules of grammar.	394	4.06

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6. The students discover the rules of grammar through activities.	377	3.89
7. Errors/mistakes in grammar on written outputs are used as examples for reinforcement/follow-up lessons.	340	3.51
8. Others (Please specify)		
Evaluation		
1. Instructions during quizzes and tests are read by the teacher.	346	3.57
2. The students produce written output after every grammar lesson.	316	3.26
3. Students' written outputs are read in class.	287	2.96
4. Errors/mistakes in written outputs are discussed in class.	329	3.39
5. Students are asked to identify errors/mistakes in classmates' works.	320	3.30
6. The teacher asks students to repeat correct pronunciation of words.	362	3.73
7. The teacher asks students to perform a task using English as medium.	346	3.57
8. Others (Please specify)		
Motivation		
1. Best output is declared and is used as model for an in-depth discussion.	359	3.70
2. Students are given points on correctly pinpointed error/mistake in classmates' output.	331	3.41
3. Correct pronunciation is given corresponding points.	343	3.54
4. Scores in quizzes and tests are read in class.	316	3.26
5. Top scorer is given due recognition.	341	3.52
6. Usage of English outside the classroom is given additional points.	282	2.91
7. Top achiever in terms of grade is declared best during Achievement Day.	379	3.91
8. Others (Please specify)		

Again, in principle, language teachers are not left alone in their English language teaching. Teachers of other disciplines are encouraged if not advised to use English as medium of instruction and communication. This is evident in the holdings of school programs, seminars, training, conferences and fora that the school sponsors as mandated in the school calendar. Almost all of these, except the Buwan ng Wika celebration are done in the English language. The researcher also noted that among the statements moderately agreed upon by the learner-respondents, the item which bears, "Classroom

interaction is in pure English;" was ranked least and "Strict rules on the usage of English inside the classroom are imposed" was second least. This was followed by "Usage of English outside the classroom is given additional points." Generally, language learners have the tendency to choose words that are already in their minds whenever they express their thoughts to communicate. This is commonplace in their second or foreign language. It is understandable then that they do not find it positive when they are pressured to produce something they are not very comfortable and confident with[33].

Still under policy, learners prefer that English be taught in the morning session. Learner-respondents agree that English acquisition can best be derived if the teaching is done in the first half of the day. Under practice, the learners prefer that the English teacher formally lectures on the rules of grammar. It has been assumed in many instructional methods that focusing on linguistic form aids the acquisition of grammatical knowledge and that raising the learners' consciousness about the nature of the target language rules helps the learner to internalize them. This was against the findings of Pica[19] when she suggested that complex areas of target grammar might be excluded from direct instruction in the second language classroom, so that increased attention can be given to items more responsive to classroom presentation and practice.

Teachers are not very particular with the ways their learners want to learn the language, or if they are aware, they give less consideration. While it is given that learners come to language classroom with different backgrounds, inclinations and preferences, they remain passive to the idea of consulting learners.

In the 70s, grammar was even completely abandoned by some who assumed students would naturally pick it up via communicative learning, but due to a sharp decline in learner accuracy and the realization that grammatical accuracy is a necessary part of linguistic competence and communication, the communicative teaching of grammar was integrated into the overall approach. Grammar was "necessary, but not sufficient[19]".

A recent trend of US bilingual education is a move towards additive bilingualism[29]. Additive bilingual programs are connected to language ideologies[30] that affirm —language as a resource rather than —language as a problem[31].

Teachers and learners can have very different expectations about what should occur in a classroom. Learners particularly ESL learners from different English language backgrounds and listening proficiency may vary from one another in their learning style preferences[32]. It is noteworthy to elucidate that teachers need to examine to what extent is certain skill needed and decisions are to be made based on the needs of the learners. Some young teachers nowadays are more geared at teaching strategies that allow learners to process their own understanding and take charge of their own inquiry akin to the emergence of World Englishes where standard forms and structure would no longer be of much consideration. The findings supported that to be effective as a second language teacher, one needs to be sensitive to meeting learning preference of learners.

In an attempt to investigate the issue of learners' preferences on the methodology of learning a foreign/second language, Kavaliauskiene[34] drew three main conclusions: "First, slightly more than half of the learners favor a communicative approach to perfecting their language skills by working in pairs/small groups, taking part in projects and practicing English by talking to their peers. Second, given assignments 93 percent of learners support the idea of homework against 7 percent who reject it. Third, a short-term approach to studying a foreign/second language prevails. Learners seek passing their exams and getting good marks, and are not concerned with improving language skills and competence for the future usage[33]."

The junior high school respondents in this study indicated that mistakes in grammar during classroom interactions need to be corrected right away. Mistake is defined as reflecting occasional lapses in performance[35]. Further, it was said that mistakes/lapses occur because, in a particular instance, the

learner is unable to perform what he/she knows. In a language class where learners are expected to communicate- express their opinion on matters raised, the issue of greater relevance between fluency and accuracy may come into play.

Conclusion

The study brought out to the fore the leraners' learning preferences relative to second language acquisition, which is English, an international language. Having identified the preferences of Filipino junior high school learners, it hopes to contribute in the better crafting of policy among policy makers and syllabus designers and employment of practices among teachers that would better help the Filipino learners. Translating all these into good results may help other stakeholders not only in the Philippine context but also across the region and elsewhere in the globe.

Based on the findings of the study, the following conclusions were drawn: i. English is practiced by majority of the leraners as their second language, the first being Filipino. ii. English is preferred to be learned in the morning. iii. Learners do not generally favor imposition of strict rules on the usage of English inside and outside the classroom as they disagreed on being entertained by teachers in the faculty room, only when the English language is used as medium and just moderately agreed that classroom interaction must be in pure English. iv. Leraners prefer that teachers formally lecture on the rules of grammar and their mistakes/lapses in grammar be corrected right away.

To conclude, exploring learners' learning preference is a welcoming schema in the understanding of second language learning. Analyzing preferences can be very helpful and beneficial to the learners by aiding them in becoming more focused and attentive learners, which ultimately will increase educational success. Discovering this learning preference will allow the learners to determine their own personal strengths and weaknesses and learn from them.

Recommendations: Based on the findings and conclusions drawn, the following recommendations are offered: i. For learners to become receptive in their second language acquisition, the English subject must be offered in the morning when learners' minds are still alert. ii. Teachers must be flexible and sensitive in their dealings with learners. Since they do not prefer strict imposition of rules on their usage of English, teachers must continually seek for a preferred strategy that would foster better acquisition of the English language. Strategies may vary for different groups. iii. Mistakes/lapses in grammar must be corrected right away with due consideration to learners' affective domain. When given clear discussion of their lapses/mistakes, occurrence of the same mistake will less likely to take place. Learners will have better grasp of handling English as the second language. iv. Formal lecture on the rules of grammar should be an integral part of the English language instruction. Learners believe that teachers are sources of accurate information that's why teachers must be equipped with the working knowledge about the target second language.

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