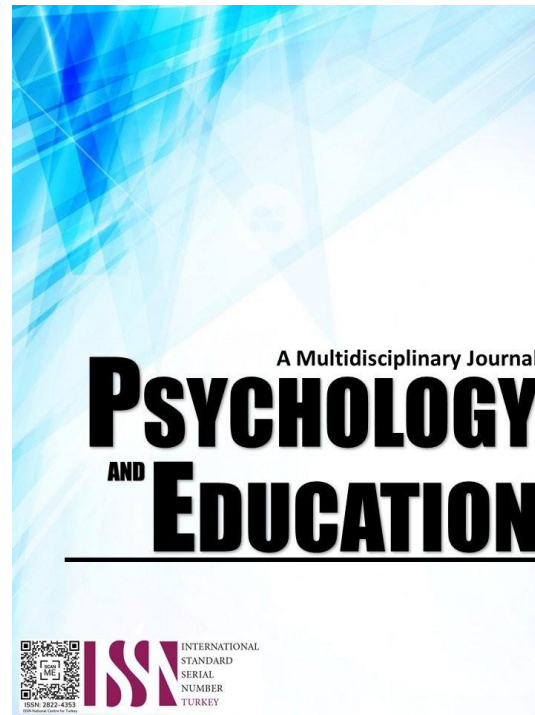


NAVIGATING LANGUAGE LEARNING: A PERSONALIZED INSTRUCTIONAL PLAN FOR ENGLISH BASED ON STUDENTS' STYLES AND BELIEFS



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Navigating Language Learning: A Personalized Instructional Plan for English Based on Students' Styles and Beliefs

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Abstract

This study identified the learning styles and learning beliefs of Grade 10 students at Julian Enad Memorial National High School in their English subject for the 2024-2025 school year. It employs a convergent parallel mixed-methods design where quantitative and qualitative data were simultaneously gathered and analyzed separately. The study respondents were assessed using the VARK and BALLI research instruments for quantitative data collection, and samples were interviewed to gather qualitative data and determine the dominant learning styles and beliefs. The thematic analytical framework of Braun and Clarke was used to analyze data from the structured interviews of student participants and the FGD of English teachers. Findings revealed that students vary in learning styles and learning beliefs. Dominant learning styles are auditory, visual-spatial, and kinesthetic. The importance of learning English and challenges encountered are associated with the beliefs related to English difficulty, the Nature of Language Learning, Learning and communication Strategies, and Motivation and expectations. The study also found no significant difference in belief scores among the different learning style groups. The study's results also revealed that teachers use differentiated instruction to accommodate diverse learning styles. Factors in choosing appropriate strategies and resources depend on learners' attributes and curricular competencies. An instructional plan was proposed to address their learning styles and beliefs revealed from this study.

Keywords: *FGD, instructional plan, learning beliefs, learning styles, mixed method*

Introduction

The various studies showing an alarming decline in student performance in English, both in public and private schools across the country, suggest that this is related to the type of instruction being provided. Teachers must also consider the fact that every student has a unique learning style and beliefs that should be understood and addressed. Thus, the successes and failures of students' learning in English greatly depend on teachers since they are considered the primary tool in the delivery of instruction. Hence, this study identifies the different learning styles and learning beliefs of the school's Grade 10 students toward English to determine the most appropriate teaching style as a basis for an instructional plan.

Many studies show that learning beliefs and some individual factors (such as learning style, age, personality, cultural background, individual differences, and gender differences) have a significant correlation with language learning (Song, 2016). Learning styles are innate traits influenced by personality and communication style. The Myers-Briggs Type Indicator, developed from the philosophies of Carl Jung, states that "if people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills" (Myers & Briggs Foundation, 2017). A learning style theory suggests that when a learner's learning style is identified and addressed through the teaching style, performance outcomes are improved. The learning style focused on here is Experiential Learning Theory (ELT), through the foundational work of John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, and Carl Rogers, from which David Kolb developed an experiential learning model (Kolb & Kolb, 2005, as cited in Schoen, 2018).

Moreover, La Lopa (2013) indicated that learning styles can be summarized into three main frameworks: personality-centered, cognitive-centered, and learning-centered, each with corresponding theoretical models and/or measurement instruments. Another learning style theory is the VARK model by Fleming (Eom, Wen, & Ashill, 2006, as cited in Leasa, 2017). In the VARK model, students are classified into four types of learners, namely Visual, Auditory, Reading/Writing, and Kinesthetic. VARK learning styles can be identified among students, and the results are relatively stable (Leasa, 2014). Furthermore, students' learning styles are influenced by various factors, including physical, emotional, sociological, and environmental factors (Singh, 2014). VARK learning style models are easy to implement across various educational levels and tend to remain stable in certain situations. Additionally, they provide an overview of the learning methods students use (Rudman, Beer, & Olorundju, 2015). Regardless of the reason or motivation for learning, various learning styles have been identified and defined by educational practitioners. Schoen (2018), in his dissertation entitled *Congruency of Learning Styles and Teaching Style on Performance Outcomes*, noted that there is a diversity of learning style and teaching style instruments that attempt to identify patterns or preferences. Previous studies have investigated the relationship between college students' learning styles and academic performance. For example, Moeinikia and Zahed-Babelan (2010, as cited in Magulod, 2018) and Williams, Brown, and Etherington (2013) have confirmed a positive link between learning styles and academic performance in university settings.

The study of learning and teaching styles leads to the inevitable concept of outcomes or influences when a learning style is matched to the educator's teaching style. Studies have also revealed that language learners' beliefs affect their language learning (Castro & Mail,

2017). Researchers in the field of foreign language learning and teaching have investigated learners' individual characteristics, which can affect their success in language learning (Vibulphol, 2004, as cited in Hismanoglu, 2016). Most researchers agree that language learners hold diverse beliefs about language learning, and that these beliefs can both consciously and unconsciously influence their approaches and behaviors in language learning (Hismanoglu, 2016). These beliefs can inform findings, provide recommendations for language teachers, and enable them to design lessons that meet the needs of individual learners when teaching English as a second or foreign language.

In a national context, the Philippines' DepEd K to 12 Basic Education Program emphasizes that students learn at their own pace and in their own learning style. With this in mind, differentiated instruction is employed within one classroom, providing an instructional setting that caters to individual learning styles. In the K to 12 curriculum, educators employ student-centered teaching styles, which necessitate identifying the needs of their learners, including their learning styles and beliefs. Moreover, English is taught as a second language in the Philippines, which makes it more challenging for Filipino learners, who are non-native speakers. This can influence their competency and proficiency, as well as their beliefs about second language learning.

In a local context, public school teachers undergo classroom observations and are assessed through the Classroom Observation Tool (COT) from the Results-Based Performance Management System (RPMS) every quarter. This allows principals or school heads to monitor the appropriateness of teachers' strategies in addressing the diverse needs of learners. One of the Key Result Areas (KRAs) is the use of differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences. This tool helps measure effective teaching and ensures that teachers inculcate the standard competencies of learners. Since this is an announced observation, teachers have time to prepare suitable instructional materials and appropriate strategies. Technology is also integrated through projectors, audio-visual aids, and interactive strategies to cope with students' learning styles and preferences.

Learning styles theories could have important implications for instruction because student achievement may result from the interaction between instruction and the student's style. While many people view learning styles theories as broadly accurate, scientific support for these theories is lacking. Willingham et al. (2015) suggested that educators' time and energy are better spent on other theories that may aid instruction. Nevertheless, learning styles and beliefs remain important affective factors in learning English, guiding students' activities. These considerations are crucial for uplifting performance and raising globally competitive learners. Thus, this study aims to identify the different learning styles and analyze the impact of learning beliefs of JEMNHS Grade 10–Orchid students in English. The findings will serve as the basis for developing an appropriate instructional plan in English.

Research Questions

This study aimed to determine the learning styles and beliefs of Grade 10 students in the English subject during the 2024-2025 school year, to identify the most appropriate teaching style as a basis for crafting a tailored instructional plan to enhance student engagement and academic performance in the English subject. It specifically sought to answer the following sub-problems:

1. What is the demographic profile of the respondents as to:
2. What are the predominant learning styles of the respondents as to:
3. What are their learning beliefs:
 - 3.1. foreign language aptitude;
 - 3.2. language learning difficulty;
 - 3.3. language learning nature;
 - 3.4. learning/communicative strategy; and
 - 3.5. motivation and expectations?
4. Is there a significant difference in belief scores among the different learning style groups?
5. How are these learning styles and beliefs translated by the teachers for better academic performance?
6. What are the reasons of the teachers in choosing teaching approaches to meet the learning styles and beliefs of the students?
7. What tailored instructional plan can be crafted in enhancing student engagement and academic performance?

Methodology

Research Design

This study employed a convergent parallel mixed method design, wherein qualitative and quantitative data were collected simultaneously, analyzed separately, and then integrated to provide a comprehensive understanding of students' learning styles and beliefs in English (Edmonds & Kennedy, 2017; Guest & Fleming, 2014). The quantitative phase employed a descriptive approach, focusing on demographic data, and utilized the VARK Learning Style Inventory and BALLI to identify predominant learning styles and beliefs (Scharrer & Ramasubramanian, 2021; Cresswell & Hirose, 2019).

Meanwhile, the qualitative phase applied descriptive research through structured interviews with students and focus group discussions with teachers, analyzed using Braun and Clarke's (2006, 2022) thematic analysis. This design enabled the identification of teaching strategies responsive to diverse learner needs, contributing to a more personalized instructional plan.

Respondents

During the study period, respondents were selected using total enumeration sampling, and the Grade 10 Section was chosen to represent the entire population. Based on the official list of enrollees and registration-related documents compiled in the Office of the Registrar, there are 109 Grade 10 students in all, of which 37 students are enrolled in this section. In Section Orchid, 22 males and 15 females are enrolled in school for the 2024-2025 school year. They are all taking eight subjects, including English, for the whole school year. The respondents were the sample population of all Grade 10 students taking the English subject. They are the collection sample who will answer the questionnaire.

Furthermore, participants were selected based on specific inclusion criteria. With this, ten to twelve students were randomly selected for interviews, and five to seven teachers participated in a focus group discussion.

Instrument

To achieve the study's objectives, quantitative data were gathered using two research instruments: the VARK Learning Style Inventory and the Beliefs about Language Learning Inventory (BALLI). The VARK instrument, developed by Fleming and Baume (2006), assesses individual preferences in receiving and communicating information through four modalities: Visual, Auditory, Read/Write, and Kinesthetic. It includes 16 selected-response questions designed to determine students' dominant learning styles and to guide instructional planning that meets the diverse needs of learners (Fleming, 2011). The BALLI, developed by Horwitz (1987), consists of 34 items assessing learners' beliefs about language learning in five domains: aptitude, difficulty, nature, learning strategies, and motivation. Responses are rated on a 5-point Likert scale.

For the qualitative phase, structured interview questions were used to gather in-depth feedback from students and teachers regarding their experiences with English language learning. Individual interviews were conducted with students, while focus group discussions were held with teachers. These guides underwent content validation by four graduate faculty experts to ensure clarity, relevance, and alignment with research objectives.

Content validation results revealed that the VARK and BALLI instruments were rated clear and relevant, with minor revisions applied based on expert suggestions. The interview guides were also deemed appropriate, with adjustments made to enhance comprehension and the precision of responses.

Procedure

Data collection followed a three-stage process: pre-gathering, during gathering, and post-gathering. This study used a convergent parallel mixed-method design, collecting both quantitative and qualitative data concurrently (Edmonds & Kennedy, 2017; Guest & Fleming, 2014).

Pre-Gathering Phase. Instruments were refined and validated. The researcher obtained approval from the school principal and secured informed consent from the participants. For quantitative data, validated versions of the VARK and BALLI questionnaires were distributed during students' free time. For qualitative data, structured interviews were conducted with 12 student participants (selected via the fishbowl method), and five teacher participants participated in a focus group discussion. Experts reviewed interview guides for clarity and alignment.

During the Gathering Phase. The VARK and BALLI questionnaires were administered to determine learning styles and beliefs. Respondents were guided throughout the process to ensure reliable responses. For qualitative data, student interviews and teacher focus group discussions were held in quiet, distraction-free environments. Sessions were audio-recorded with consent and facilitated through open-ended questions to capture personal experiences (Braun & Clarke, 2006; Namey et al., 2019).

Post-Gathering Phase. Quantitative data were tabulated and analyzed using descriptive and inferential statistics, including the Kruskal-Wallis H-Test. Qualitative data were transcribed and thematically analyzed using Braun and Clarke's (2006) framework. Patterns and themes were identified to conclude. Member checking was done to validate interpretations with participants. Final analyses guided conclusions and informed recommendations.

Data Analysis

The data analysis in this study involved both quantitative and qualitative approaches. For the quantitative data, a frequency distribution table using simple percentages was used to describe the respondents' profiles in terms of age and gender, as well as to assess their preferred learning style. To determine their predominant learning beliefs, the weighted mean was computed to account for the varying significance of indicators. Additionally, the Kruskal-Wallis H Test was employed to examine whether there were significant differences in belief scores across various learning style groups.

For the qualitative data, a thematic analysis was conducted using Braun and Clarke's (2006) six-phase framework. The process began with familiarization, where the researcher immersed themselves in the data by repeatedly reading transcripts and noting initial ideas. This was followed by generating initial codes and systematically labeling significant data features. The next phase involved searching for themes, wherein related codes were grouped to form broader patterns. The reviewing phase entailed refining and verifying the

coherence and relevance of these themes. Subsequently, each theme was clearly defined and named, reflecting the underlying meanings of the data. The final phase involved producing a narrative report that logically presented the themes supported by vivid data extracts and their interpretations.

To ensure the trustworthiness of the qualitative data, the study adhered to the criteria outlined by Lincoln and Guba (1989). Credibility was established through triangulation, participant validation, and expert-validated research instruments. Transferability was addressed by providing detailed contextual descriptions, enabling readers to assess the applicability of the findings to other settings. Dependability was ensured through consistent procedures and the inclusion of diverse data sources. Lastly, confirmability was maintained by grounding interpretations in the actual data, minimizing researcher bias, and ensuring that findings were verifiable by others.

Ethical Considerations

This study adheres to the ethical standards outlined by Brinkmann & Kvale (2015) and Bhandari (2021, 2022) to protect human subjects. Key principles include confidentiality, informed consent, voluntary participation, and respect for participants' autonomy. Transmittal letters were sent to authorities for approval, and informed consent was obtained from participants. Only volunteers were included, and personal data was anonymized using codes. Participants were informed of their rights, including the freedom to withdraw at any time without consequences. Data was collected solely for research purposes and kept confidential. The researcher ensured that participants understood the study's goals and addressed all questions before they participated.

Results and Discussion

This research aims to determine the learning preferences and beliefs of Grade 10 students at Julian Enad Memorial National High School regarding English language acquisition in SY 2024–2025, to inform a personalized instructional plan that enhances engagement and performance. This section presents, analyzes, and interprets both quantitative and qualitative data. Thirty-seven students participated in the survey, while twelve students and five English teachers took part in interviews and a focus group discussion. Data were organized in tables and graphs, analyzed using statistical and thematic tools, and interpreted in light of existing literature to identify trends, implications, and conclusions.

Table 1. *Demographic Profile of the Respondents*

	<i>F</i>	<i>%</i>	
Age	15	23	62.16
	16	10	27.03
	17	4	10.81
Gender	Male	22	59.46
	Female	15	40.54
Total	37		100

Table 1 shows that most respondents (62.16%) are 15 years old, with a mean age of 15. Age significantly affects second language acquisition (SLA), with younger learners generally showing greater potential due to higher motivation, increased social interaction, and enhanced cognitive flexibility (Getie, 2020; Hu, 2016). The Critical Period and Neurological Hypotheses support the belief that younger individuals acquire languages more efficiently. Social factors also influence language use, as younger people often adopt non-standard variants influenced by peer networks (Chambers & Trudgill, 1980; Ellis, 1994).

Gender-wise, 59.46% of respondents are male and 40.54% are female. Research suggests females generally have stronger motivation, more positive attitudes, and greater self-efficacy in learning a second language (Getie, 2020; Becirovic, 2017; Saidi & Al-Mahrooqi, 2012). Studies from various contexts (Gardner & Lambert, 1972; Spolsky, 1989; Bacon, 1992) also indicate that females are more enthusiastic and successful in language learning than males. Thus, both age and gender play influential roles in second language acquisition, though individual differences also matter.

Table 2. *Learning Styles of the Respondents*

<i>Learning Styles</i>	<i>f</i>	<i>%</i>
Visual	3	8.11
Auditory	16	43.24
Reading/Writing	11	29.73
Kinesthetic	7	18.92
Total	37	100

Table 2 presents the dominant learning styles of Grade 10 students, as determined by the VARK questionnaire. Among the 37 respondents, 43.24% prefer auditory learning, 29.73% favor reading/writing, 18.92% are kinesthetic learners, and only 8.11% are visual learners.

Despite research by Syatriana and Mallapiang (2024) favoring visual learning, most students in this study benefit more from auditory methods, which aligns with Kayalar and Kayalar (2017) and Alisoy (2022), who emphasized the importance of listening in language acquisition. Auditory learners thrive in verbal interactions and recall spoken information well.

Reading/writing learners favor text-based input, as supported by studies such as Srijongjai (2011), although some research shows mixed outcomes regarding its link to writing proficiency. Kinesthetic learners, although fewer in number, prefer hands-on and interactive methods, which aligns with Anastasia's (2023) findings.

In conclusion, auditory learning emerged as the most dominant style, followed by reading/writing and kinesthetic, with visual being the least preferred. These preferences suggest that instructional strategies should prioritize listening activities, while also incorporating reading, writing, and kinesthetic methods for a more inclusive approach.

Table 3. *Students' beliefs associated with 'foreign language aptitude'*

Beliefs	Mean	SD	Description
1. Children acquire foreign languages more effortlessly than adults	3.35	0.86	Neither Agree nor Disagree
2. Certain individuals possess a unique talent, like aptitude for language acquisition, that aids them in learning foreign languages like English.	3.92	0.86	
3. Individuals who converse in multiple languages are smart.	3.41	1.07	Agree
4. Anyone is capable of learning to communicate in a foreign language.	3.78	1.11	Agree
5. A person who already knows a foreign language finds it simpler to acquire another, like English speakers studying French.	3.76	1.04	Agree
6. I have a special ability for learning foreign languages.	3.27	1.02	Neither Agree nor Disagree
7. People in the Philippines are good at learning foreign languages.	3.84	0.73	
8. Women are better than men at learning foreign languages.	2.46	1.02	Disagree
9. People good at mathematics or science are not good at learning foreign languages.	2.41	1.21	Disagree
Grand Mean	3.35		Neither Agree nor Disagree

Note: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Neither Agree nor Disagree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 3 shows that respondents are neutral about the role of foreign language aptitude in learning English, with a grand mean of 3.35. Research indicates that personality and cognitive abilities influence language learning approaches and outcomes (Xu, 2025; Li, 2015). Language aptitude is a crucial individual factor, particularly for younger learners and during the early stages of second language acquisition.

Table 4. *Students' beliefs associated with 'English difficulty'*

Beliefs	Mean	SD	Description
1. Certain languages like Bisaya and Filipino are simpler to master compared to others.	3.76	1.01	Agree
2. When learning English, reading is simpler than speaking and listening	3.73	0.93	Agree
3. Reading and writing English is simpler than speaking and comprehending it.	3.68	0.91	Agree
4. English is difficult to learn.	3.05	1.20	Neither Agree nor Disagree
5. Speaking English is simpler than grasping what others are saying	3.14	1.08	
Grand Mean	3.47		Agree

Note: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Neither Agree nor Disagree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 4 shows that respondents generally agree that English is difficult to learn, with a grand mean of 3.47. This supports Mei and Masoumeh's (2017) review, which found ESL learners often struggle with low motivation, anxiety, and limited vocabulary. Iftanti and Maunah (2021) also noted that while English is seen as difficult due to complex rules, it is also viewed positively for its role in achieving academic and social success. Encouraging positive perceptions may help ease learning challenges.

Table 5. *Students' beliefs associated with 'the nature of language learning'*

Beliefs	Mean	SD	Description
1. In learning English, practicing extensively in both speaking and writing is essential.	4.32	0.78	Strongly Agree
2. When learning English, it's crucial to listen to TV or radio shows, online platforms, or podcasts in the language.	3.46	0.99	
3. Speaking English with accurate pronunciation is essential.	4.00	0.91	Agree
4. I like to practice English with the native speakers I encounter.	3.86	0.98	Agree
5. It is OK to guess if we don't know a word in English.	2.97	1.04	Neither Agree nor Disagree
6. Practicing with audio resources such as speakers, headphones, and similar tools is essential in learning English.	3.08	1.01	
7. Acquiring English necessitates extensive memorization of words and grammatical guidelines.	3.89	0.97	Agree
8. Beginning students should be allowed to make mistakes in English.	3.84	1.24	Agree
9. I feel shy speaking English with native English speakers.	3.43	0.96	Agree
10. We should say anything in English until we say it correctly.	3.81	0.81	Agree
Grand Mean	3.67		Agree

Note: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Neither Agree nor Disagree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 5 shows a grand mean of 3.67, indicating that students generally agree that learning and communication strategies are vital for

English acquisition. They value listening to English media, practicing pronunciation, interacting with native speakers, and memorizing vocabulary and grammar. Lindner et al. (2019) noted that online tools enable differentiated instruction to boost engagement, while Zhou (2018) emphasized that learning strategies are essential affective factors in acquiring English.

Table 6. *Students' beliefs associated with 'motivation and expectations'*

Beliefs	Mean	SD	Description
1. Knowing how to communicate in English will benefit me in my academic pursuits.	4.03	1.12	Agree
2. Acquiring English, a global language, allows me to connect with individuals from various nations.	4.27	0.84	Strongly Agree
3. If I become fluent in English, I will gain greater chances for quality jobs such as manager, professionals, and so on.	4.35	0.72	Strongly Agree
4. English is crucial for advanced education, particularly in graduate programs.	3.70	1.15	Agree
5. Speaking English will boost my confidence.	3.89	1.88	Agree
6. Knowing English will assist me in befriending those who speak the language.	3.95	0.88	Agree
7. I wish to study English as it enables me to obtain information globally.	4.08	0.86	Agree
8. I want to learn English to connect with English speakers more effectively.	3.92	0.98	Agree
9. I like to learn English because as Filipinos, it is important for communication.	3.92	0.86	Agree
Grand Mean	4.01		Agree

Note: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Neither Agree nor Disagree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 6 shows a grand mean of 4.01, indicating strong agreement among students on beliefs related to motivation and expectations. They believe that learning English helps them communicate globally, improve their academic performance, boost their confidence, and access job opportunities. Studies by Sampson (2017) and Zhou (2018) support that students' motivation is high, often driven by external goals such as career success. While this instrumental motivation is strong, it can also make learners more susceptible to quitting when facing challenges.

This section presents the qualitative data collected from the structured one-on-one interviews with twelve student participants and the focus group discussion with five English teacher participants, examining how students' learning styles and beliefs are addressed in English classes. It illustrated the teaching strategies commonly used by English teachers to accommodate the diverse styles and beliefs of their students. It further showed the influences of their chosen teaching strategy on learning English as a second language. Results were presented in a table that displayed themes, subthemes, and corresponding utterances.

Table 7. *How Teachers Translate Learning Styles and Beliefs for Better Academic Performance*

Themes	Subthemes	Utterances
Differentiated Instruction	Visual	"They really require you to present using PowerPoint, and then they complain if the font size is too small—they want it big. So, I make sure to include pictures as well. I also have some videos to show." (Teacher 5)
	Auditory	"They are in the classroom, they listen and learn from it, through hearing from the teacher's discussion." (Teacher 4)
	Reading & Writing	"The teacher reads the text first, students read right there after then ask them questions. That's what I use. Read, then questions, then write something about it." (Teacher 3)
	Kinesthetic	"Those students who belong to kinesthetics, I give them game-based activities." (Teacher 5)

Table 7 presents the teaching strategies that teacher participants shared in dealing with their learners' styles and beliefs. These themes were derived from the focus group discussions with the teacher participants. In contemporary schools, learners possess a diverse range of skills and interests in their educational experiences. The idea of learning styles divides these inclinations into visual, auditory, reading/writing, and kinesthetic categories (Avni, 2023). The researcher discovered that the teacher participants identified a shared theme: the implementation of differentiated instruction. The subthemes developed included visual, auditory, reading and writing, and kinesthetic.

The common theme is on Differentiated Instruction (DI). Differentiated instruction is a teaching approach that recognizes and addresses the diverse learning needs, interests, and readiness levels of students in a classroom. It involves tailoring instruction by modifying content, processes, and products to meet the individual needs of each student, rather than using a one-size-fits-all approach. Differentiated instruction has become familiar mainly through the work of Tomlinson (2001), who has classified the adaptations teachers implement to address learners' needs into three categories: content, process, or product adaptations. DI focuses on students' requirements to create significant learning, thus rejecting the "one-size-fits-all" model (Lavania & Nor, 2020). Extensive literature has demonstrated that differentiated instruction effectively addresses students' needs and enhances their advancement in acquiring the target language (Schleicher, 2016; Jacobse et al., 2019; Van Casteren et al., 2017). This has been a significant pedagogical approach for English instructors, particularly when addressing students with varied styles and beliefs.



Subtheme 1: Visual. For visual learners, teacher participants typically utilize pictures, PowerPoint presentation slides, and videos on television to meet their learning needs. This aligns with the study by Qasserras (2024), which suggests that visual tools enhance engagement, understanding, and critical analysis among students with diverse learning styles, and assist teachers in creating inclusive instructional strategies.

Subtheme 2: Auditory. Teachers deal with auditory learners by ensuring discussions are engaging as they listen and understand what has been presented to them. They ensure the discussion is audible enough and the volume is raised so they can hear. They also see to it that these discussions are at the same time interesting to them. As mentioned by Bušljeta, R. (2013), before the rapid development of technology, the teaching process was reduced to the teacher’s verbal presentation of material and using chalk to write on the blackboard. While speech remains the key asset in a teacher's role, the contemporary educational process is difficult to envision without various modern teaching and learning tools. Their involvement in the teaching process is diverse, and their application makes the process more appealing, engaging, and contemporary; most crucially, it assists the teacher in organizing and improving the quality of that process, while also supporting the students in developing their intellectual and emotional abilities.

Subtheme 3: Reading & Writing. The enhancement of reading and writing abilities in English is crucial to the teaching process of this language. It should depend on methodological tools that facilitate students' advancement by connecting their knowledge with today's available technological resources. The strategies employed to enhance the students’ reading and writing skills are essential for achieving ongoing advancement in learning. This aspect will enable students to think critically and analytically, and enhance their systemic thinking to improve educational quality in line with the requirements of the Education Act (Estrategias metodológicas: La comprensión en la clase de Inglés, 2011).

Subtheme 4: Kinesthetic. These types of learners learn best through physical activity, hands-on experiences, and bodily movement. It involves movement, touching, and manipulating objects to understand and retain information. They thrive in environments that allow for active participation and physical engagement. These learners have to feel or move in order to learn more effectively. Typically, with the type of learners they have, they often utilize game-based activities to increase their engagement and interest. Games have been extensively known to increase students' motivation and interest in learning English. In the field of teaching English as a foreign language, creative teachers utilize games as a method to engage students in learning, particularly for young learners. Boyliyeva (2024) mentioned that different types of kinesthetic activities, such as role-playing, interactive games, movement-oriented learning tasks, and outdoor exploration, encourage active engagement and enhance learning in various subjects, including math, language arts, and science.

Table 8. *Reasons of the Teachers in Choosing Teaching Approaches to Meet Learning Styles and Beliefs*

Themes	Subthemes	Utterances
Learner Attributes	Learning Styles	“The teachers shared insights on the students' learning styles. Teacher 2 emphasized the importance of student factors, saying, “It’s really the student factor. I consider the ability of my students.” Teacher 3 echoed this sentiment, noting, “They really are different. They come in sections. What has been applied in one section might not be applicable in another because they differ in their capabilities.” Both teachers recognize that students have varied learning styles and capabilities, which require them to adjust their teaching strategies accordingly.”
	Curricular Competencies	“Sometimes, topic must be considered. There are some topics that do not align with these kinds of teaching strategies.” (Teacher 3)
	Effective Questioning Strategies	Teacher 1 and Teacher 4 both highlighted the need to adjust classroom strategies according to students’ needs. Teacher 1 shared, “Differentiate activities, even the questions,” emphasizing the importance of tailoring both learning tasks and assessments. Teacher 4 added that using the “art of questioning” is essential and that consistently probing students is necessary. According to Teacher 4, “If you fail to probe your students, you can’t process their answers.” Together, their insights show that effective teaching requires varied activities and thoughtful questioning to engage students and enhance learning.

Table 8 explains the factors considered by teachers when applying the right teaching style/strategy, especially in addressing students’ learning styles and beliefs.

The first theme is Learner Attributes. Learner attributes refer to personal characteristics, behaviors, and knowledge that influence how an individual learns and performs academically. They encompass a wide range of factors, including personal traits, cognitive abilities, and social skills. These attributes provide valuable insights into how learners learn and can inform personalized instruction.

Subtheme 1: Learning Styles. One of the factors in designing teaching strategies and activities is the variety of learning styles among students. It is crucial to consider activities that suit every learner in the classroom. Teachers need to understand their learners' preferred learning styles, as this knowledge enables them to plan lessons that match or adapt their teaching approach and provide the most appropriate and meaningful activities or tasks for a particular learner group at different stages. Peacock (2001) is a prominent and impactful researcher who explored the alignment of teaching and learning styles in actual environments. He determined that significant differences are present between the students' LS and the lecturers' teaching methods. Aligning teaching with learning in the classroom requires instructors to consider the various learning styles of students. English teacher participants stated that students' abilities and

competencies should also be taken into account when selecting the appropriate teaching style. According to the research conducted by Gu (2015), earlier studies on English language usage among school-age children indicated that language skills required for academic purposes are connected to, but distinct from, the language capabilities necessary for social interactions. Hollenweger (2011) noted that it is widely recognized that teachers' beliefs and attitudes significantly affect students' learning. Research indicates that educators often encounter specific challenges in comprehending students with disabilities or those who are underperforming.

The second theme is Curricular Competencies. It refers to a learning goal to which the teacher's strategy and activities are anchored. It means that there is a target learning objective in every discussion that needs to be achieved at the end of every English class. Curriculum competencies refer to the specific skills and knowledge that students are expected to demonstrate and apply in a particular subject or area of study within a curriculum. These competencies are often articulated in curriculum guides and standards, outlining what students should be able to do after learning a particular set of content. They go beyond simply knowing facts and focus on applying that knowledge in meaningful and practical ways.

Subtheme 1: Topic Selection. Teacher participants acknowledged that the subject matter of the lesson should also be considered when selecting the appropriate teaching strategy and materials. As stated by Ball and McDiarmid (1989), the idea that subject matter is a crucial part of teacher knowledge is neither a novel nor a contentious claim. Ultimately, if teaching involves assisting others in their learning, then comprehending the content to be taught is a fundamental prerequisite for effective teaching. The numerous responsibilities of teaching, including choosing valuable learning activities, providing helpful explanations, posing practical questions, and assessing students' understanding, rely on the teacher's comprehension of what students are expected to learn.

Subtheme 2: Effective Questioning Strategies. Questioning in the English classroom significantly contributes to enhancing the quality of teaching. It is among the most frequently employed teaching techniques in English classes at junior middle schools. It can not only motivate students to provide clear responses but also spark their creativity and enhance their thought processes. Thus, the way to inquire during classroom instruction holds considerable practical importance. This aligns with Yang (2020), which highlights that educators need to concentrate on the effectiveness and abilities of questioning to meet teaching goals and transform questioning into an art.

Conclusions

According to the collected information regarding the learning preferences and beliefs of Grade 10 students at Julian Enad Memorial National High School for the 2024–2025 academic year, it is evident that students exhibit varying inclinations in their learning methods and approaches to the English subject. Many students favor visual and kinesthetic learning approaches, demonstrating increased involvement when lessons incorporate multimedia elements, hands-on activities, and practical applications. Furthermore, numerous students conveyed the idea that English is vital not just for academic achievement but also for future job prospects, which boosts their enthusiasm when classes are made applicable and meaningful. These results indicate that a student-focused and differentiated instructional method—featuring multimedia, teamwork, real-world context application, and practical activities—would be the most suitable teaching style. This approach corresponds with the learning preferences of students and their optimistic views regarding the topic. Consequently, a customized teaching approach that integrates visual, auditory, and kinesthetic techniques, bolstered by regular formative feedback and student involvement, is suggested to improve engagement and academic achievement in English.

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