

Differentiated Learning Exemplars for Students' Academic Achievement in English Grade 9

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Abstract: This research evaluated and assessed the learning competency level of the respondents in English and the different determinants that hinder their learning capability in English. It utilized descriptive survey method during the conduct of the study. To determine the subjects of the study, universal sampling techniques was utilized. In addition, respondents' socio economic status and learning preferences were also investigated. To answer the socio economic status, a tool was used that was adopted from the Bureau of Census and National Statistics quoted from the study of Pansit (2018) on "Enhanced MTB Strategic Intervention Materials for Reading" is used with a statistical treatment on simple percentage. It was found out that education level of respondents' parents is in Elementary level with a percentage 63.16% which means that parents could not provide an appropriate academic information to their children .Meanwhile, in determining, learning styles of the respondents, adopted questionnaire from the study of Ocampo (2018) on Pedagogical Exemplars in Mathematics Across Learning Styles utilizing weighted mean. It found out, that the highest ranked of learners' learning style is visual which has a weighted mean of 2.36. This is a great manifestation that learners learned best if lessons were presented interestingly and visually given. Visuals that are chunked into bit of ideas for easier understanding. Hence this increases student's interest in the subject matter. Meanwhile, it was revealed that, the over-all learning competency level of the respondents, is in below average. This implies that more exposure of exercises must be done for the learners to gain mastery of these learning competencies. Therefore, it is encouraged to craft differentiated learning exemplars fitted to their learning styles and engage them on the different exercises for the improvement of their academic performance.

Keywords: English Language, Assessment of Learning Styles, English Competencies, Academic Achievement, Differentiated Learning Exemplars, Visual Learners, Kinesthetic Learners, Auditory Learners.

1. INTRODUCTION

Context and Rationale

The growing interdependence of the world's businesses, economies, and technologies and other information has necessitated interaction among the different countries all over the world. With this, people need to have fluency and accuracy in using English as a medium of communication. Communication and the use of English Language is in dire need to connect these people around the globe. In this global world, using English Language is an optimal means of strengthening international relationships, and affairs, Anyadubalu (20210)

The World Bank emphasizes education as one of the most important ingredients to improve human life, as it is a stepping stone towards getting a good job if one finishes a degree, Ebert (20214). It is also through education that poverty will be eradicated and minimized if many people go to college, get a degree and eventually find a good job. This important note and recognition on how important education is towards human development has swayed and come as far as the baseline of

setting a common goals such as the assistance extended to basic education among the poorest and least developed and unprogressive countries.

In the Philippines, extending efforts has been made to address the state and the situation of education. Policies and guidelines have been formulated to improve the education scenario of the entire nation.

Programs and projects intended for the improvement of basic education have been implemented, monitored and evaluated to address existing issues and concerns plaguing this sector in society.

Education Secretary Armin Luistro, (2010) emphasized the education conditions in the Philippines where issues in the education sector about the decline in quality are more on the low quality of inputs, process and outcomes in the teaching and learning process. It has something to do with the teaching and learning process that makes up a good learning results. With these, something must have been improved in providing quality education and that administrators and teachers should be true to the mission and vision of the department to continue providing quality education to the learners. Low performance of the students both in elementary and secondary could have been connected to the caliber of teachers, strategies used by the teachers and the clarity of language instructions.

English has been accustomed as the universal language all over the world. As the arising need for the people to communicate in English, teaching English has become more in demand in the society. Moreover, English examination in the Philippines has become more essential and imperative not just only in the Philippines but also worldwide and this is to determine what strategies and approaches to be used for the improvement of proficiency in English, This topic has become one of the main targets in the research aspect, Hernandez as quoted in Yamyamin (2018). English language is an instrument of communication in primary, secondary, and even in the higher institutions. Learning communication using English language requires so much efforts in the teaching and learning process to reach the optimum goal of goal of education which is providing quality inputs, and processes towards quality learning outcomes.

Therefore, secondary school students need effective English language instructions for the students to function properly and to perform better in their life journey, Sa'ad cited in Fema (2014). With the confidence they get in learning English effectively, they are building the kind of person they are that is useful in their future endeavor and eventually they radiate wherever they maybe.

English has been used to almost all people in the whole world especially in communicating with other nationalities. One is considered a competent user of English and can be called as functionally literate if he has the knowledge and skills in reading, and writing which enables a person to effectively perform any activities meaningfully in a culture of groups.

These basic skills in English, namely listening, speaking, reading and writing are significant in developing learners understanding but sad to say that these important skills in English are not fully developed which made some of the learners both in elementary and secondary obtained low performance in almost all of the subjects specifically in English respectively. Learning competencies in English are hardly achieved. English is important because this wherever a person is English is dominantly used as the medium of communication and instruction in schools and considered as one of the important tool subjects that must be learned at all levels in the academe, Danladi quoted in Sadiku Alexander (2015). Thus, it is important to learn it in the classroom for almost subjects are using English as a medium of instruction. On the other hand, getting accurate results of learners' academic performance, needs assessment in terms of learning styles and preferences, assessment on interest and readiness. These assessments that the teachers give to the learners will serve as basis as to what learning strategies and type of instruction the teachers will be using so that students will learn the lesson at their own pace.

In school, there are various assessment strategies being used in measuring learners' ability that is significant to learning instruction and these are useful on the part of the teachers in the planning stage of the lessons.

One of the roles of the state as mandated in the 1987 Philippine Constitution is to "promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all". It is clearly emphasized in the constitution that the government is by all means giving the right to quality education that there should always be education for all. However, it is disheartening to note that , the scholastic performance of the students through the National results of Functional Literacy, Education and Mass Media Survey (FLEMMS), 2008 results quoted in Yamyamin (2018) showed the poor quality of education which is reflected in the country's low scores in the National Assessment Test (NAT). Mean Percentage Scores in the National Achievement Test have increased in the Elementary

Level; yet they remained low and had not reached 75% MPS for they only answer 68 of the test items correctly during S.Y. 2009-2010. While in the Secondary Level, it was manifested through the result that students performed poorly as they only answered 46 percent of the test items on the same School Year considering the 75% MPS is the official performance target as stipulated in National Competency- Teachers Standards (NCBTS) for this is the desired practice of effective teaching and learning.

Poor performance of the learners in almost all subjects is observed in Liburon National High School specifically in English 9 subject. Based from the interview of subject teachers, some students are not motivated to learn and have no interest to the lessons resulting to low MPS during Division Assessment conducted School Year 2020-2021. Same thing happened during the First and Second Quarterly Examinations of the same school year, when students' MPS was more or less 58%. These students with low academic performance in English have caught the attention of the school administrator in order to take a move on how to improve English performance.

Teachers in the academe may give out their very best in the planning of the lesson towards providing a meaningful and engaging experiences so that learners are motivated to learn and for them to obtain a higher learning outcomes. Barberos et. al. (2021). Teachers should recognize individual differences and plan strategies and learning instruction that are suited to the interest of the learners. Provide activities to them that are not one size fits all activities.

With these existing conditions being observed, the researcher conducted this study to assess and evaluate the Grade 9 Students' Learning Competency Level in English subject. The findings of this action research would be the basis in the crafting of the Differentiated Learning Competency Exemplars so that learners will learn meaningfully and develop their learning according to their own pace.

2. LITERATURE REVIEW

This study was anchored on the Philippine Constitution 1987 found in article XIV section 1 which states that, "the state shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all" as such public school teachers are finding means in carrying out the mission of the department to promote quality education. That is why teachers are being tracked of their performance if they have achieved their target in giving quality education and this is measured through giving of assessment.

Moreover, this study is grounded on the principle of No Child Left Behind Act (2015) in the United States. The No Child Left Behind Act (NCLB) which was originally proposed by the administration of George Bush immediately after office. It supports standard based education reform which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education.

Supporters of the NCLB claim that one of the strong positive points of the bill is the increased accountability that is required of the schools and its teachers. According to the legislation, schools are required to pass yearly tests that will judge how much improvement the students have made over the fiscal year. Language learning is concerned with developing certain skills which are developed and perfected through practice. In the theory of Stephen Krashen on second language acquisition cited in Mier cited in Pansit (2016) states that subconscious process by learners gradually organize the language they hear according to the rules they contact to understand and generate. The form of the rules is determined by mental mechanism responsible for human language acquisition and using it is specifically linguistics.

According to Alison (2015) factors contributing to students' anxiety in English language lesson were lacked of practice that leads to low level of English academic achievement. English language has assumed great importance from different governments and contexts around the world for the last decades or so and this has had powerful implications for planning and implementation within education. English has become the world's lingua franca, the language of globalization and internalization, a language of wider communication (LWC) and a fundamental tool for achieving various purposes leading to different economic, political, and social gains.

In the study of Van Patten and Williams (2014) states that the importance of taking each word in the second language acquisition has its own construct, which is critical when developing theories related to the terms. It is highlighted that language is deceptively simple as a construct. Chomsky, Krashen, and Cummins cited in Mier cited in Yamyamin (2016) states that theories must explain the way how second language acquisition comes to be, and the approximate time frame necessary to acquire a second language.

Stephen Krashen developed one of the influential theories in the field of the second language acquisition in the early 1980's. This theory is known as the Monitor Theory, the first theory intended specifically for second language acquisition. The Monitor theory explains the relationship between acquisition and learning on language. The monitor function is a result of learned grammar. According to Krashen, the acquisition system is speech initiation, while learning system performs the role of the monitor. The monitor is the correcting or editing function when second language learner has sufficient time to speak, focuses on the correctness of speech, or knows language rules, such as grammar. Krashen's Monitor theory is related to Noam Chomsky's Theory of language. Both theories believed that second language acquisition is naturally learned. Chomsky cited in Kitson (2015) articulated that humans have the unique ability to acquire language. For example, children approach the task of language acquisition with great deal of knowledge, they just need to produce already the learned information in the effort to articulate a second language. It was emphasized that language learning is an ongoing process that varies for every child.

Each of these theories influences current understandings about how learning occurs by the individual and how the individual comes to know. Can cited in Pansit (2016) explained Bruner's theory of learning as one in which "the true act of discovery is not accidental. Children's developing knowledge is a product of the particular social context in which they find themselves. This theory emphasizes how influential the teachers are to the students' performance that teachers can influence students' learning and understanding. In doing so, teachers must exert effort to share meaningful activities that can sharpen students' ability towards achieving the target.

McMillan (2016) states that being able to work in this area of teaching would serve as a means of "improving teaching as a profession, student learning, and student motivation, " which can be accomplished , in part, by "conducting meaningful, well designed studies of classroom assessment" (p.14).

In the study of Abedi and Herman quoted in Alison et. Al (2015) to gain sufficient mastery of academic English achievement one must take into consideration into spending time to focus during the teaching process so that learning meaningfully will be occurred and fully grasped. It is highlighted in the study that the lower the level of the proficiency the student has the more linguistically demanding the general content due to their lower conversational fluency as well as their lower academic language proficiency. This has been supported by Bailey and Huang (2015) that a students' proficiency level in English will be a factor in a student's ability to decode the assessment successfully. In United States, the duration of time spent will influence both the knowledge of English and the content.

Mojica (2014) posits the idea that students who have low levels of academic achievement have limited advancement of underserved students of low income in the United States. Education has long been at the center of underserved population "effort to achieve social justice and economic empowerment in the country". Education has a big role and it is critical in raising high school graduation rates for it prepares students to succeed in college. The available data strongly suggests that, from homes where English is not spoken well and is seldom used are more likely to be of lower socio economic status, Ballanyne et. al. cited in Rodriguez (2015). In families where one or both parents do not speak English, parents are less likely to read to their children regularly and patiently than in families where both parents speak fluently in English language. Edwards and Guofang, quoted in Shameem Ahmed (2015) emphasized that administrators, and teachers must determine and gain understanding of all students' positivity and negativity towards learning English language and make some programs and practices that will aid students to improve their true potential.

Taylor (2018) advised that closing the achievement gap for diverse learners would eventually require teachers to make a strategy and technique to let all students to have the ability to engage an in depth learning and to communicate that notion to them. One technique for making meaning to learning would be a scaffolding and leading in to arouse students' interest which is beneficial and can promote better understanding of complex material. On the other hand, introducing students' to hidden agenda of classroom culture is also significant. As with any students, English teachers should establish good rapport and a stimulating environment to the students. Make every learner capable to learn at high levels by using all available resources in the classroom that represents the heritage to them for this foster a positive learning community for everyone.

To achieve English proficiency, researchers cannot do away with motivation and attitude of learners towards the subject. Henry and Apelgren cited in Azarkia et. al. (2015) convincingly reflected second language itself, culture, and the social groups of native speakers of the target language. The extent of this identification is significant in the strength of the learner's attitude and motivation. Research results indicate that language learning occurs more easily when learners hold

positive attitudes toward the language and language learning, Al Rifai . Brown cited in Azarkia et. al. (2015) concludes that for the most part L2 learners' positive attitudes towards self, and the target language enhance their target language proficiency level. Negative attitudes, on the other hand, lead to decreased motivation and willingness and as a result, to unsuccessful attainment of proficiency. On the other hand, Nursen Ilcin et. al. (2018) stated that, understanding the learning behavior of students is considered to be a part of this process. The learning process is different for each individual; even in the same educational environment, learning does not occur in all students at the same level and quality. Research has shown that individuals exhibit different approaches in the learning process and a single strategy or approach was unable to provide optimal learning conditions for all individuals. This may be related to students' different backgrounds, strengths, weaknesses, interests, ambitions, levels of motivation, and approaches to studying. This has been supported by the study of Arunodaya Barman et. Al. (2014) said that, preferred approach to learning is one's own learning style. Learning style varies from individual to individual. When students learn in different ways; their preferred may be an important determinant of their academic performance.

Moreover, Guatharp quoted in Davion (2017) also emphasized that most teachers of second and foreign languages must recognize the importance of student motivation and attitude and that in whatever means enhance the students' motivation and interest in the best possible ways. This statement resonates for most practitioners whether of language studies or other subjects, however motivation is a notoriously difficult to construct, to define, and to test, and therefore to quantify. Within the realm of language learning, an added complexity is the social nature of the process, "the social role of the language cannot be overlooked in the development of a theory of the second language acquisition.

3. ACTION RESEARCH METHODS

Sampling / Respondents / Sources of Data and Information

The respondents of this research are the Grade 9 Students of Liburon National High School in the School Year 2019-2020. Moreover, universal sampling will be used in this study.

Table 1: Respondents of the Study

Respondents	Gender of Respondents	Number of Respondents	Percentage of Respondents
Grade 9 Students of Liburon National High School	Female	27	47.36%
	Male	30	52.64%
Total		57	100%

Table 1 reflects the respondents of the study 27 of whom are female respondents and 30 of whom are male respondents which signifies that male respondents lead in terms of number.

This study was designed to assess and evaluate the learning competency level of the respondents. This study used the descriptive survey method in research. As stated by McCombes (2019), this method aims to accurately and systematically describe a situation or a phenomenon and this is used to discover how things related to certain behaviors or patterns. The admonition of this study includes the profile on socio-economic status as to highest educational attainment of parents, and combined family income, a questionnaire containing a 40-item competency-based test and another questionnaire on Students' Learning Style is also given. Respondents were given questionnaires and gathered the important data and employed the statistical treatment.

Data Gathering Methods

The first questionnaire used in this study is a questionnaire on economic status of the parents as to educational attainment and combined family income. This was an adopted questionnaire from the Bureau of Census and National Statistics from the study of Pansit (2018).

The second questionnaire contained the students' Learning Style. This questionnaire contained 24 questions and focuses on Barsch' Learning Style that aims to reveal the perceptual learning styles namely: Visual, Auditory, and Kinesthetic. Three options are given in which they choose from whether they answer Always, Sometimes, and Never. This questionnaire on Fleming's VAK Learning Style is adopted from the study of Ocampo (2018) on Pedagogical Exemplars in Mathematics Across Learning Styles. This is used to determine the learning style and preference of the respondents as to Visual, Auditory, and Kinesthetic.

The third questionnaire is a 40-item competency based test in English Grade 9 Curriculum containing the five learning This is a researcher made 40-item questionnaire which will be computed and analyzed with a Cronbach's alpha of .8 for the purpose of validity on the instrument.

Data Analysis

After gathering all the data from the questionnaires distributed to the respondents, results were computed and tallied. It was comprehensively analyzed and checked its accuracy to avoid errors and mistakes. With the all the accurate results at hand, various statistical treatments was used to arrive an accurate interpretation of data.

1. Simple Percentage was used, in finding out the profile of respondents in terms of socio economic status of parents.
2. Weighted mean was used in finding out the learning styles of the respondents.
3. Z-test was used in finding out the level of learning competency of the respondents.

Ethical Considerations

- The researcher informed all the respondents that the result and the responses of the questionnaires being given to them were kept confidential.
- Before the conduct of the study especially in the administration of the instrument, the researcher herself made a letter informing the School Division Superintendent about the study as well as the school head of Liburon National High School of Carcar City Division for the approval.

4. DISCUSSION OF RESULTS AND REFLECTION

This portion presents the analysis and interpretation of the collected data to find out the existing problems mentioned in this study. Presentations were in a form of table consisting of analysis, interpretations, significance, and implications.

This study has three parts; the profile of the respondents' socio-economic status in terms of highest educational attainment of parents' respondents, and combined family income, and the identified learning competency level of the respondents, and the summary of respondents' learning competency level in English and lastly, respondents' learning styles as to: visual, audio, and kinesthetic.

PROFILE OF THE RESPONDENTS

The Profile of the respondents consists of respondent's name, gender, highest educational attainment of parents and combined family income. In the highest educational attainment of parents, the respondents has to choose between his/ her mother or father, (Ahmed, 20215).

While in the combined family income, it is referred to the income of the whole family that they receive every month, quoted by Pansit (2018).

Educational Attainment of Parents. The way how individuals respond, act, and most especially on how they have manifested their personal qualities can be related on the educational attainment of parents gained by the parents for they served as model to their children. According to the study of Artiaga quoted in Reynolds et. al (2018), this refers to the most advanced level attended by each parent, the highest grade level they have attended in the educational system they garnered through formal schooling.

In this study, highest educational attainment of parents were surveyed with the use of questionnaire and was classified into four levels: No Schooling, Elementary Level, Secondary Level, Tertiary Level.

Table 2 emphasizes the highest level of educational attainment of the respondents' parents. Based the data shown, parents' highest educational attainment is in Elementary Level, then it is followed by Secondary Level. Furthermore, most of the parents fall under the No Schooling category and only very little whose educational attainment belongs to Tertiary Level. This means to say that these parents who have belonged to tertiary level and college graduate can teach their children with regards to the lessons that are not fully understood by the children.

Table 2: Highest Educational Attainment of the Respondent's Parents

Highest Educational Attainment	Parents	
	f	%
No Schooling	6	10.52%
Elementary Level	36	63.16%
Secondary Level	10	17.54%
Tertiary Level	5	8.77%
Total	57	100%

These parents can clearly explain to their children on some important points emphasized in the lesson as compared to those parents whose education is in Elementary Level.

Dela Cruz (2018) in her study, "Teachers Effectiveness in Teaching Elementary Science in University of Southern Philippines: Lesson Guide" emphasized that having graduated a certain degree changes one's life. It can make a person employ a better job if he or she attains a degree and be successful in the future. Furthermore, it can improve man's way living through the income they he or she receives from his/ her job. It is manifested, that most people who have not graduated in college and have not finished their studies have not acquired a good job which resulted to difficulty in providing their loved ones some important basic financial needs. It can be concluded that educational attainment of the parents is one of the determining factors that would affect learners' academic performance in school. Since parents, especially the mothers are considered as the first teachers at home. Every time their children sought help, parents are there ready to give answers and explanations to their children. According to Foss (20215) in Human Capital Theory, parents educational attainment is important in the academic performance of the learners because the more educated their parents are, the higher achievement of the learners are expected more so to the economic development. It is easy for the parents to teach a child unless they are highly educated. Zubir cited Li et. al. (2018) added that, during the development of the child, parents' way of raising their children in all aspects is one of the important factors for the improvement of the child especially in teaching the basic matters. Providing quality basic education is getting affected by the skills and knowledge acquired from the parents. If parents are skillful and knowledgeable enough surely they cannot give proper learning and understanding.

Combined Family Income of Parents

Combined family income is an income coming from both mother and father in a month. In determining this variable, the researcher adapted a tool to measure the income of the family in a month.

Table 3: Combined Family Income

Combined Family Income	No. of Families (f)	%
Php 30,000 and above	2	3.5%
Php 20,000 – 29,999.00	2	3.5%
Php 10,000 – 19,999.00	8	14.04%
Php 5,000 – 9,999.00	6	10.53%
Php 2,000 – 4,999.00	20	35.09%
Php 1,999 and below	19	33.33%
Total	57	100%

Table 3 illustrates that most of the families have an income of 2000.00 -4999.00 while many families have an income of 1,999.00 and below. Moreover, only very few family respondents have a higher income.

Based from the data, 18 families were considered to have a high income. There are 39 families whose income is 2000-4,999.00 and belonged to poverty line. These parents do not have sufficient income to provide a healthy living and give proper nutrition to their children. Hence, they cannot afford to support their children materials and financial aspects needed and required in school. In the study of Carato cited in Jamabo (2014), family income is sometimes can be reflected in the academic performance of the child. This is very crucial in determining the factors in the decline of learners' academic performance. Another major interest in our educational arena that needs to be given much attention of the government, using the school as a unit of analysis. The significance of socio economic element particularly the

occupation of parents is an interceding parameter that transforms an individual's major measures in education. Therefore, corroborates the principle asserted by Jamabo (2014) which stated that most students who are problematic and have character issues and those who have accumulated frequent absences are coming to most families of public high school students whose parents cannot give enough support to the needs of their children due to lack of income.

Kinesthetic Learning Style

This pertains to the learning style of group learners which is shown through their participation and engagement in the different encounters during the learning delivery of instruction. The appropriate instructions in this style covers corroboration, duplication, actual video recordings, and chronicles. Kinesthetic Learning is a style of learning where learners learn through manipulation of things; this helps learners learned content meaningfully especially if they are always engaged in the activities.

Table 4: Kinesthetic Style of Learning

Kinesthetic Learning Style	WM	Description
1.Bear down extremely hard with a pen or pencil in writing	2.00	Sometimes
2.Enjoy working with tools	2.18	Sometimes
3.Remember best when I write things down several times	2.16	Sometimes
4.Play with coins or keys in pockets	1.30	Never
5.Chew gum, smoke, or eat snack during studies	1.40	Never
6.Learning to spell by “finger spelling” the words	1.66	Never
7. Good at solving and working at jigsaw puzzles and mazes	2.36	Always
8.Feel very comfortable touching others, hugging, handshaking, etc.	2.14	Sometimes
Total	1.90	Sometimes

In kinesthetic learning style, learning happens if learners learn through actual grasping of things which would help them activate their mind, interest, and capability to understand more of the lessons at hand. Learners will learn more if they have an action-oriented of the lessons being presented. These learners are meaningfully engaged if tasks and activities are interactive where there are movements through participation of the learners for them to absorb the concepts of the lessons.

Kinesthetic learning happens when there is a hands-on experience. The characteristics of a kinesthetic learner are that they need a multi-sensory learning environment for deep learning as they learn through 'doing'. A kinesthetic learner is someone who needs to be actively engaged in their learning. They are 'tactile' learners who use movement, testing, trial and error and a non-traditional learning environment to retain and recall information.

As reflected in the table, among the 8 indicators of kinesthetic learning styles, “**Good at solving and working at jigsaw puzzles and mazes**” got the highest weighted mean that has a description of always. This means to say that these respondents learned best when they analyzed things through manipulation of objects. Second highest weighted mean is “**Enjoy working with tools**” with a description of sometimes. This pointed out that learners find it easier to learn if they had a hands-on experience; their hands were involved in learning and absorbing and deep understanding of the lessons through actual participation. Meanwhile, the third highest indicator is “**Remember best when I write things down several times**” that has a description of sometimes. This revealed that these types of learners need to use movements to recall and retain information.

On the other hand, the lowest weighted mean is the indicator on “**chew gum, smoke, or eat snack during studies**” with a description of never. This data implies that the respondents in this indicator had not experienced this activity. Furthermore, in totality, over-all weighted mean in Kinesthetic Learning Style is 1.90 with a description of sometimes. This signifies that sometimes these respondents need activities through movements and physical engagements because they could understand more when learning is through hands-on and when they work with their hands.

Addressing the learning style of the learners, and understanding their learning needs are essential to the teachers for the learners to achieve a higher academic performance (Barman et. al. 2014). Being aware of the learners' learning styles, teachers can easily determine the weaknesses and strengths of the learners. Hence, teachers can utilize the result into creating activities according to the learning needs of the learners for them to be improved at their own pace (Barman et.

al. 2014). Students have their choice of learning and each student learns best according to their preferred learning based on their comfort and styles because every learner is unique and one strategy for one may not be effective for another learner so as the learning styles for it varies from one another. Students learn in varied ways and their ways of learning maybe a significant factor of the academic achievement. Hence, this scenario should also be given importance especially to the teachers and administrators.

Visual Learning Style

Visual learning style comprises of a type of learning style intended to those learners who learn best when they see objects, realia, charts, graphs, pictures, and videos. They can visualize things in order for them to learn things. So when presenting a lesson, teachers will use visual aids to enrich learners' understanding of the lessons at hand. Learners who have this style can easily understand concept when it is discussed with the support of visual materials such as video, write-ups, articles, and info graphics. Visual learning is more on seeing rather than manipulating things, so learners learn more through seeing. On the other hand, teachers with the use of the learners' profile on this type of learners must see to it that the planned activities would give to the learners learning needs and style so that problems in the academic performance will be addressed.

Learners who are inclined into visual learning appreciate, and comprehend subject matters well when being exposed to activities that are interesting to their eyes when they are presented in an organized manner through visual presentation. Teachers should exert effort into understanding learners who belong to this learning style so that learning activities will match to their learning preferences. Educators should know their roles in the teaching and learning process so that the content, product, and assessment that the teachers give will be in accordance to the learning needs of the learners. In other words, learners are given an exact remedy of what really they are needing for them to become academically adept of the different learning skills in the English subject.

Table 5: Visual Style of Learning

Visual Learning Style	WM	Description
1.Follow written directions better than oral directions	2.43	Always
2.Like to write things down or take notes for visual review	2.21	Sometimes
3.Are skillful with and enjoy developing and making graphs and charts	1.82	Sometimes
4.Can understand and follow directions on maps	2.34	Always
5.Can better understand a news article by reading about it in the paper than by listening to it on the radio	2.57	Always
6.Feel the best way to remember is to picture it in your head	2.69	Always
7.Prefer to be shown rather than told	2.37	Always
8.Obtain information on an interesting subject by reading relevant materials	2.41	Always
Total	2.36	Always

As shown in the table, there are 5 indicators that received a description of always and the highest of them all is the indicator on **“Feel the best way to remember is to picture it in your head”** which signifies that learners acquired their best learning if they can see pictures. This is followed by the indicator, **“Follow written directions better than oral directions”** with a description of always. Similarly third highest indicator is **“Obtain information on an interesting subject by reading relevant materials”** still with a description of always.

On the other hand the indicator that received lowest weighted mean is the indicator on, **“Are skillful with and enjoy developing and making graphs and charts”** with a description of sometimes. This significantly implies that this particular activity is done sometimes by the respondents.

In the academic achievement of the learners, personality and learning preferences take part in the performance of the learners across all subjects Kumarraju cited in Siddiquie et. Al. (2018). The way how learners perceive things, possess a quality of thoughts are crucial in understanding and eventually could conceivably govern academic achievement. Furthermore, learning styles are considered as an individual characteristic feature that illustrates undergoing and firm

procedures into undertaking particulars Yaman (2016). Students can easily recall details, and information from speeches, and discourses is somehow associated with the process proceedings. Thus, if students are engaged more to analyze and think comprehensively the more they can understand ideas and information accurately and can recall them in a long span of time. Hence, students' learning style and study habits and way they can easily perceive things and information in an easier way must be given emphasis. The combination of the learners' learning preferences and academic performance and success really matter for great learning to take place.

Auditory Learning Style

In this learning style, learners learn best when lessons are presented through listening and hearing. They can absorb the lessons efficiently if it is done when information is heard through the mouth, radio, television, a song, taped speeches.

Learners who chose learning activities and instructions using their hearing skill are most likely belonged to auditory type of learners. Words that are uttered during presentation of the lessons, discussions, recordings, are processes that make these type of learners use their sense of hearing to learn things at hand.

As reflected in the table, the highest weighted mean among the 8 indicators is on "Can remember more about the subject through listening than reading" which has a description of Always. This signifies that learners learned more if activities were more on active listening. This is followed by the indicator on, "Follow oral directions better than written ones" with a description of always which implies that means that a student learns most effectively by listening. Another indicator that has a description of always is "Learn to spell better by repeating the letters aloud than by the writing the word on a paper". These figures emphasized that. These learners are most likely good in listening and can easily recall information when it is heard than seeing the text information.

Table 6: Auditory Style of Learning

Auditory Learning Style	WM	Description
1.Can remember more about the subject through listening than reading	2.37	Always
2.Require explanations of diagrams, graphs, or visual directions	2.11	Sometimes
3.Can tell if sounds match when presented with pairs of sound	2.16	Sometimes
4.Do better at academic subjects by listening to lectures and tapes	2.25	Sometimes
5.Learn to spell better by repeating the letters aloud than by writing the word on paper	2.35	Always
6.Would rather listen to a lecture or speech than read about the same material in a book	2.19	Sometimes
7.Prefer listening to the news on the radio than reading about it in a paper	2.15	Sometimes
8.Follow oral directions better than written ones	2.36	Always
Total	2.24	Sometimes

Furthermore, among the 8 indicators, there are five that have a description of sometimes. The lowest weighted among this five indicators is "Require explanations of diagrams, graphs, or visual directions" which significantly revealed that not at all times they have done this activity. There are times that they opted not to choose this activity. Generally, the over-all weighted mean of the auditory learning styles is 2.24 with a description of "Sometimes". It has been observed that academic performance, personality and learning preferences of the learners have a strong connection towards achieving a good learning outcomes. This idea has been supported in the study of Magulod Jr. (2019) that learners' academic achievement and their preferences in learning a lesson has a significant relationship. Over-all description of this learning style is sometimes. This implied that these learners are sometimes learns efficiently of these activities inside the classroom and they are more motivated to experience this specific activities for participation.

In a research by Dalmolin et al. (2018) stated that speaking and listening are the primary ways towards understanding to those auditory learners. A lot of auditory learners encounter obstacles when information are provided visually but when instructions are given in an auditory way these type of learners can clearly understood. Auditory learners are good in hearing skill and can remember best when instruction in auditory.

Summary Profile of Respondents' Learning Style

This appertains to the respondents' learning style in kinesthetic, visual, and auditory. The table below presents the summary of the 3 different learning styles from Barsch's Learning Style Inventory.

Table 7: Summary Profile of Respondents' Learning Style

Learning Style	WM	Description	Rank
Kinesthetic Learning Style	1.90	Sometimes	3
Visual Learning Style	2.36	Always	1
Auditory Learning style	2.24	Sometimes	2

It was clearly exhibited in the table that Visual Learning Style topped among the 3 learning styles with a description of always. This is a great manifestation that learners learned best if lessons were presented interestingly and visually given. During the discussion, when lesson is presented bit by bit visually then it would be easier for the learners to absorb especially those visual type of learners. Hence, this increases student's understanding of the lessons. When students are given the opportunity to learn according to their comfort and style, most likely they are motivated to learn and are more eager to participate in the discussions and would attain better results. Ocampo (2018) pointed out that 90% of the learners in today's era of technology learn visually. Hence, they learn more when information is given through the use of their eyes. Visual learners are exceptional in terms of understanding visual objects, guides, plans, and results in a spatial sense, and find himself overjoyed in illustrating out their answers in a variety of colors to emphasize their ways of understanding.

Second in rank is the auditory learning style which has a a description of sometimes. They preferred listening than doing rigorous activities and joined activities that entail hands-on experiences. The lowest and the third in rank is the kinesthetic learning style still with a description of sometimes. These figures revealed that students have a mixture of learning styles though they have their own dominant learning preference.

Dalmolin et al. (2018) stated that learning styles are useful for it explains different ways which make learners obtain information, knowledge, and skill. It further explains how an individual learns in the best possible ways. The uniqueness of the individual is very significant on how leaners learn in an easy way for it is emphasized that no-two individuals have the same way in understanding things. There is this concept that every person learns in various ways. Therefore, learning style is a person's different way of acquiring, understanding, applying, creating, and retaining information. This has been postulated by Fatemeh and Camellia (2018) that the students' chosen learning based on his comfort with varied learning styles would really improve students' academic performance and would develop their mastery of learning across all subjects.

Learning Competency Level in English Grade 9

Learning competency refers to the skills which are focused on improving ability and adequacy in listening, speaking, reading, and writing. It includes skills in auditory discrimination and cognitive comprehension that promotes learning. The learning competency level mastery of the respondents are being determined in this study in which these competencies are being identified as the least learned among the competencies stipulated in the curriculum guide. These competencies are classified into three levels as shown in the table below.

Make Connections Between Text Content to Particular Issues

This refers to the ability of the respondents in connecting the text to world problems and issues; this is how teachers and students give interaction into what is exactly happening in the real setting and probably give sharing to their opinions and individual contributions as learners and as citizens in the country.

As shown in Table 8, there are only few of the respondents belonged to above average which means that these students excellently performed the learning competency on, making connections between text content to a particular issues.

Table 8: Make Connections Between Text Content to Particular Issues

Competency Level	f	P
Above Average	7	12.28%
Average	23	40.35%
Below Average	27	47.37%
Total	57	100%

This signifies that they had fully expressed the connections from the text to what is happening in the real world and were able to get the accurate details, and gist of the text. In the average category, second highest number of respondents belonged in this category which implies that these students were able to grasp the idea in the passage. Furthermore, they were doing better in this specific learning competency and utilize their time in comprehending the given information just to arrive with the appropriate answer. While in below average level, highest number of the respondents belonged to this level. This implies that, among the three categories, highest percentage were from the below average level. It was evident that these respondents failed to cope up with 75% performance. They did not fully grasp the key concept of this competency for they puzzled and failed to master this skill.

According to Pansit (2018) students who got a low score in any type of assessment will lead to at risk in their academic achievement and teachers really need to find intervention in order to improve their performance and teachers would also know the barriers that hinder the students in learning this competency. This is also supported by the concept of law of exercise in which it contends that the more a learner practices in getting the skills, the more opportunities he gets to learn the skills which eventually later on will become more redefined as he puts himself continually in the learning process.

Distinguish Between and Among Informative, Journalistic, and Literary Writing

This competency refers to the different types of writings containing substantial information where students will read and create meaning. This would give students an avenue on how to interact with the text which provokes thinking and responses. Aside from understanding the text they reading, basically, learners should know what of type of text they are reading.

Table 9: Distinguish Between and Among Informative, Journalistic, and Literary Writing

Competency Level	f	P
Above Average	10	17.54%
Average	14	24.56%
Below Average	33	57.89%
Total	57	100%

The table shows that highest number of the respondents belonged to below average level which received the highest percentage among the three categories. This result was very alarming because performance target is 75% and yet the respondents got so low in this learning competency. It pointed out that they were not able to master the skill in distinguishing texts that are journalistic, literary, and informative. In the average level, only few belonged to this category, which means that they had reached the target and tried their best to improve their performance. Meanwhile, there were very little from the respondents who belonged to above average level; so out of 57 respondents only 10 which denotes that they have understood well the idea as well as the different features and characteristics to each type of text so they found the given texts easier to distinguish.

According to Sa'ad cited in Fema (2014) , Secondary School Students must have fluency and accuracy in using the English language so they can to function properly or to perform better for almost all people in the universe are using English. Ocampo (2018) emphasized that factors contributing to student's anxiety in English language lesson were lacked of practice that leads to low level of English academic achievement.

Use Appropriate Punctuation Marks and Capitalization to Convey Meaning

This competency refers to the use of punctuation and capitalization in writing that allows the learners to clearly comprehend and grasp the important idea that is being emphasized. Punctuation marks basically helps the learners to determine the pauses and its significance that emphasize on certain ideas or thoughts being presented in the text; so with the capitalization, learners must know when to capitalize the words.

The data in Table 10 shows that only very few from the respondents belonged to above average which means to say that these respondents had surpassed the 75 percent target.

Table 10: Use Appropriate Punctuation Marks and Capitalization to Convey Meaning

Competency Level	f	P
Above Average	6	10.53%
Average	9	15.79%
Below Average	42	73.68%
Total	57	100%

Moreover, average category there were also few fell under this category. While in below average level, most of the respondents were under this category. The result implies that these respondents did not fully understand this competency. This needs more practice and exercises that would give to their learning styles so that the students will learn and improve at their pace. This scenario is very alarming for it is very evident that learners had manifested inadequacy in learning in this competency. There may be barriers that hinder their capability to learn. Ajzan cited in Tamimni (2016) considers attitude as a major element of motivation and interest in learning the English Language. According to him, the desire and eagerness to learn plus the great motivation are both needed to achieve the goal of learning with the positive habits and attitudes into acquiring the mastery of learning the language. Thus, it can affect the learning of the students towards any subject matter in the classroom.

On the other hand, Alimes (2016), stated that through the results of any assessment, it can be given meaning and value judgment and teachers could determine the extent to which instructional objectives are attained. This has been supported by Dhafer cited in Louis (2016) that results that low scores during examinations are helpful when information derived from it used to adopt and modified the applied teaching and learning techniques. Students should have an adept knowledge on this because in formal and non-formal writing or any types of writing, it is crucial to appropriately utilize punctuation and capitalization as it gears to emphasize discourses and arguments presented in a form of a text.

Use Conditionals in Expressing Arguments

This competency pertains to acquiring the skill in using conditionals in expressing arguments. This is equally valued in learning the English language because it enables learners explain important points for emphasis and that this situation may emerge at the moment or in the future. Conditionals in English grammar contain several functions and purposes and take many different forms. It could use when situations are hypothetical, and used to express regrets, give advices, and discuss facts.

Table 11: Use Conditionals in Expressing Arguments

Competency Level	f	P
Above Average	3	5.26%
Average	21	36.84%
Below Average	33	57.89%
Total	57	100%

In table 11, it is reflected that there are 33 respondents belonged to below average level. The result implies that these respondents did not fully comprehend the concept behind this learning competency as such their scores did not reach the passing percentage. This is very alarming in the sense that this competency is part and stipulated in (MELC) Most Essential Learning Competencies. These learners need mastery of this learning competency. The result is a good information for English teachers so they can make some provisions to their teaching styles and coming up with an activities that would fit to the learning styles of the students. Furthermore, second highest percentage belonged to the average level This means that only 21 respondents reached the passing grade. Though they reached the passing mark but still these students still need more practice and be given more exercises so they could get a high performance scores. In the above average level, only 3 out of 57 respondents had performed excellently. According to the study of Abedi and Herman quoted in Alison et. al. (2015) to gain sufficient mastery in English one must take into consideration into spending time to focus during the teaching and learning process so that learning meaningfully will happen right there and then.

Skim to Determine Key Ideas and the Authors' Purpose

This refers to the ability of the respondents in reading only to get the gist or the main ideas within the reading selection to determine the over-all impression of the whole content of the text.

Table 12: Skim to Determine Key Ideas and the Authors' Purpose

Competency Level	f	P
Above Average	0	0%
Average	24	42.11%
Below Average	33	57.89%
Total	57	100%

Further, this is a way of identifying the most important impact that the author wants to imply. Students were evaluated how quick they could comprehend and apply this competency.

The table reflects the data of the respondents on skimming to determine key ideas and author's purpose. It was manifested that there was no respondents from both male and female belonged to above average. This means to say that none of them performed more than of what is expected. They have not understood this competency as shown in the table. Moreover, in the average level, 24 out of 57 respondents were categorized in this level which signifies that these learners were able to grasp the topic being discussed by the teacher. These respondents are the ones who listen and eventually comprehend the discussion and were motivated to engage themselves in the learning activities. Meanwhile, in below average level, there 33 of the respondents fell under this category. This result is alarming for this surely affect their academic achievement which would lead to failure if this is not being addressed. In the study of Cook (2016) it posits the idea that language is the center of human life. Therefore, teachers have great responsibility on how to become an efficient and effective demonstrator of knowledge so it can be well transferred to the young ones efficiently. This scenario needs to have immediate attention and responses to help these learners.

Summary of Respondents' Learning Competency Level in English.

This part presents the data on respondents' learning competencies in English Grade 9. These competencies are identified as least learned as observed and recorded during major examinations in school.

These areas contained the 75% of the total test items. In finding out the level of the learning competencies, the 75% was set as standard and was utilized as basis for the hypothetical mean and was compared to the actual mean.

As shown in table 13, the respondents obtained an actual mean of 2.29 which was lower than the hypothetical mean of 5.25 with a standard deviation of 0.75 and the computed z value was 29.79 having a description of below average. With these figures students did not have mastery of this learning competency. This implies that many of them had encountered difficulty in understanding this competency.

Table 13: Summary of Respondents' Learning Competency Level in English

Learning Competencies	No. of Items	h.m.	a.m.	S.D.	Z-Test	Description
Make connections between text contents to particular issues	7	5.25	2.29	0.75	20.79	Below Average
Distinguish between and among informative, journalistic, and literary writing	8	6	2.59	0.99	26	Below Average
Use appropriate punctuation marks and capitalization to convey meaning	12	9	3.94	1.86	20.53	Below Average
Use conditionals in expressing arguments	8	6	3.73	1.81	9.46	Below Average
Skim to determine key ideas and the authors' purpose.	5	3.75	1.75	1.19	12.68	Below Average
Total	40	30	14.45	5.06	23.20	Below Average

Legend:

Below Average when the computed z value is greater than 1.96 and h.m. is greater than a.m.

Average when the computed z value is less than 1.96

Above average when the computed z value is greater than 1.96 and h.m. is less than a.m.

In distinguishing between and among informative, journalistic, and literary writing, the respondents had gotten an actual mean of 2.59 which is lesser than the hypothetical mean of 6 with a standard deviation of 0.99 and had a Z test value of 26. Hence, the learning competency level on distinguishing between and among informative, journalistic, and literary writing belonged to below average. This further shows that learners did not achieve the 75% target.

Moreover, the table also reflected the performance of the respondents in terms of using appropriate punctuations and capitalizations to convey meaning where their actual mean obtained was 3.94 still lesser than the expected mean of 9 which had a standard deviation of 1.86 with a Z test value of 20.53. This implies that these students need more lesson designs to capture their interest so they get motivated to learn. With these figures still they belonged to below average.

In terms of using conditionals in expressing arguments, still the actual mean of 3.73 is lower the hypothetical mean or expected mean of 6 having a standard deviation of 1.81 with a Z test value of 9.46. These computations revealed that these respondents were categorized as below average level. This signifies that these learners need to be exposed with more activities containing this competency fitted to their learning styles and interests for them reach the performance target of 75%.

Furthermore, in skimming to determine key ideas and the author's purpose, the actual mean of the respondents is 1.75 and the hypothetical mean is 3.75. This signifies that actual mean is lower than the hypothetical mean. The standard deviation is 1.19 and the computed Z value is 12.68. These figures revealed that the respondents still belonged to below average.

Being given a 40-item test, it is reflected in this study, that the actual mean of the respondents is only 14.45 instead of getting a mean of 30 which is supposed to be the expected mean yet they got lower mean and it reach 75% target. What they obtained is lower than the hypothetical mean. In the totality, respondents' learning competency level in English was categorized as below average level. This signifies that students do not have adequacy in learning these competency and there is really a need for them to be engaged to more activities highlighting these identified competencies that jive to their learning capabilities. Thus, Gregorio cited in Yamyamin (2018) stated that the HOTS of learning must be emphasized as it geared toward the maximum use of its engaging activities. (Arnugo Barman et. Al (2014) emphasized that, when students are aware of their potentials, their strengths, and the things they are capable of such as knowing their learning style preferences and embracing this style of learning through utilizing them in any possible ways may help improve learners' academic achievement. Learners during first day of classes should know what they are capable of through having a survey using tools that would serve as a guide for the teachers for the planning of the activities in the lesson and for learners' awareness as well so they can maximize their strengths and capabilities across all learning areas.

5. FINDINGS, CONCLUSION AND RECOMMENDATIONS

FINDINGS

Right after utilizing the statistical treatment, the following findings have emerged. In the socio economic status as to highest educational attainment of parents, there are **36** respondents have just completed elementary and only **5** respondents completed tertiary. This simply reveals low academic achievement of parents can cause lack of interest of the students that leads them to perform poorly in the class. Moreover, in combined family income among the 57 respondents' parents **20** families whose income is **2,000-4,999** and **19** families had an income of 1,999-below. The relevance of socio economic factors like parental occupation is an intervening variable that converts a person's main resource in education.

Moreover, the students learning competency level in terms of; make connections between text contents to particular issues; distinguish between and among informative, journalistic, and literary writing; use appropriate punctuation marks and capitalization to convey meaning; use conditionals in expressing arguments; skim to determine key ideas and the authors' purpose is in **below average**; hence the summary of respondents' learning competency level in English is categorized as **below average**. On the other hand, the weighted mean of respondents learning styles in terms of kinesthetic is **1.90** with a description of sometimes. In the visual learning style it had received a weighted mean of **2.36** with a description of always and lastly in the auditory learning style, its weighted mean is **2.24** having a description of sometimes.

CONCLUSION

The respondents' learning competency level in the 5 learning competencies in English Grade 9 could have been improved if the learners or the respondents were exposed to activities aligned in the competencies that are tiered to their learning styles and preferences. Where respondents acquire, develop and improve their learning at their own pace. Learners'

performance can be enhanced if they have so much exposure to many engaging activities with the goals of honoring each of their learning needs and maximizing their learning capacity.

Moreover, it had shown from the findings that among 3 learning styles or learning preferences, visual learning received the highest mean that can be concluded that teachers may conduct profiling; thus proactively plans varied approaches to what students need to learn, how they will learn it and how they will express what they have learned in order to increase the likelihood that each student will learn as much as he can as efficiently as possible. Specifically, this can be achieved by employing a differentiated learning exemplars in this study as it geared toward the improvement of students' academic performance.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are offered to further hope that the learning competency level of the respondents of Grade 9 students will be improved in learning.

1. English teachers may prepare and utilize differentiated learning exemplars containing competencies found in MELC to improve students' academic performance.
2. English teachers may conduct an on-going assessment in terms of students' readiness, interest, and learning styles before coming up with an activities.
3. English teachers may give students different work that matches their readiness, interests and learning profiles.
4. Teachers may provide appropriate scaffolding for all students regardless of their readiness level. In other words, if you are asking advanced students to stretch, they will need support, just as struggling learners need support to work on tasks that are a bit too difficult for them.
5. In order for attaining positive outcomes, teachers may receive training on how to work on these learning exemplars so they can be utilized in the learning process.
6. English teachers may possess knowledge about available assessments for gauging students' learning competency level and have accessible for their use.
7. Finally, it is highly recommended that the proposed differentiated learning exemplars in teaching English may be utilized so that students would be equipped with the demands of the global world.
8. Other researches related to this study should be given emphasis.

ACTION PLAN/ OUTPUT OF THE STUDY

A. Introduction

Almost all people in the whole world are using English when they communicate with other personalities. English language is an instrument of communication in primary, secondary, and even in the higher institutions. Therefore, secondary school students need effective English language to function properly or perform better, Saad as cited in Fema (2014). Yet, it is disheartening to note that the low performance of the students in English language at public examinations in recent times has been explained as major cause of decline in the general academic performance and standard education.

To improve the students' performance in English, teachers must do innovations in acquiring the different competencies stipulated in the curriculum guide. Students must be engaged in an assessment that would cater to their level of interest so that meaningful learning will be employed.

B. Objectives

This proposed innovation on Differentiated Learning Exemplars will be utilized as possible instructions for English Teachers and students in teaching and learning process.

These Learning Exemplars for Grade 9 Students specifically aim to improve the least mastered learning competencies of students and enhance teachers' mastery in teaching the learning competency through the use of the differentiated learning exemplars to effectively attain specific goals of the lessons which will be used for the students' day to day communication.

Students learned meaningfully if activities are in accordance with their interests. Exposure of activities and exercises also help students improve their academic performance in any subject. The use of differentiated and varied materials in learning makes every lesson interesting to the learners.

C. Differentiated Learning Exemplars

Learning Exemplar is an activity based-lesson which can stimulate learning. Activities will be designed to match students' readiness, interest and learning styles. The crafting of these Differentiated Exemplars is anchored on the theory of Differentiated Instruction by Carol Ann Thomplinson which emphasizes the systematic approach in planning instruction for academically diverse learners with the goals of honoring each student's learning needs and maximizing each student's capacity.

Furthermore, these exemplars designed to give more varied exercises, and employ strategies to acquire mastery level of performance in each learning competency. The differentiated learning exemplars which will be prepared by the researcher that can be used and served as a guide and reference for teachers to improve the students' academic achievement. This is helpful in developing students' performance in the competencies found in the curriculum and likewise can encourage their participation.

ACTION PLAN

Areas of Concern	Objectives	Strategy	Persons Involved	Budget	Action Taken
Presentation to school's stakeholders on action research output	Strengthen collaboration with partners on learners' performance issues and concerns to continue providing quality education	Group and Individual Activities	BLGU Rep. School Head Teachers SGC	500.00	Photos Minutes Narrative/Accomplishment reports
Sharing of Respondents' least learned competencies in English Grade 9	Employ differentiated activities to the least learned competencies so students will learn at their own pace and increase their competency mastery level through the integration of differentiated learning exemplars.	Group and Individual Activities	School Head Teachers	500.00	Respondents' activities /outputs
Conduct activities on Literary writings containing particular information and recent issues	Make connections between text content to particular issues and dispositions in life	Group and Individual Activities	Teachers Students	200.00	Learners Outputs Compilation
Activities Informative, journalistic, and literary writing	Distinguish between and among journalistic, informative, and literary writings	Group and Individual Activities	Teachers and Students	150.00	Learners Outputs Compilation
Activities on Punctuation marks and capitalization	Use appropriate punctuation marks to convey meaning	Group and Individual Activities	Teachers Students	150.00	Learners Outputs Compilation
Activities Conditionals	Use conditionals to express arguments	Group and Individual Activities	Teachers Students	150.00	Learners Outputs Compilation
Key ideas and the authors' purpose	Determine key ideas and the author's purpose	Group and Individual Activities	Teachers Students	150.00	Learners Outputs Compilation
Conduct monitoring and evaluation from time to time with regards to students' performance specifically to the least learned competencies and see to it its progress and improvement	Determine Students' progress on their exposure on differentiated learning exemplars	Utilization of Progress Monitoring Tool	Teachers Students	150.00	Progress Monitoring Tool

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