

# Attitudes and language learning styles among public senior high school students on distance education

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## *Abstract*

This study was conducted to determine the attitudes and the use of English language learning styles on distance learning of one hundred forty (140) selected students from Crecencia Drucila Lopez Senior High school, a public senior high school. Furthermore, it aimed to help the teachers to identify the language learning styles of every student and gave them kind of learning modality preferred for them to improve their academic performances. In addition, Cronbach alpha was utilized to test the validity of the Likert – scale questionnaires. Quantitative descriptive research design, t-test and one-way ANOVA were also used to analyze the gathered data. The findings of the study revealed that most of the students' attitude on distance education favored face-to-face instructional setting as well as the used social strategies as their English language learning style. On the other hand, there is no significant relationship between the attitudes and use of English language learning styles according to profile of the respondents. Furthermore, recommendations were offered for future studies which enable researchers to investigate other issues and concerns regarding attitudes and the use of English, language learning styles of the students.

**Keywords:** attitudes, language learning styles, distance education, English language, senior high school

## **Attitudes and language learning styles among public senior high school students on distance education**

### **1. Introduction**

Language learning is considered to be a significant part of learning process that needs to continuously develop despite the circumstances that are present in this life - threatening COVID-19 pandemic. The changes affected the educational sector not only in the Philippines but all over the world and had caused massive adjustments to the educational system. The changes in the educational system resulted in the introduction of distance learning modalities. Much like any other aspects of language learning. However, according to Rost (2019), there were also some challenges that surfaced in relation to language learning through distance education. These challenges included technological illiteracy as it is also a known fact that here in the Philippines, there are still some number of students who have extremely limited educational background and knowledge regarding the use of different forms of new technology and the Internet and added to this, there was also the challenge concerning with the lack of adequate time and digital resources that can be used. As such, Miyamoto et al. (2017) added that since some of the students still struggle in having an adequate knowledge regarding the use of different forms of modern technology, this had also resulted to decrease or lack of confidence to use such digital equipment and having to use this in engaging in online learning.

On the other hand, in an article written by Hardach (2021), it was noted that with the changes that happened in the educational setting, this had caused many schools and educational institutions to adapt distance education modality in order to cope with the changes of the time and also ensuring the learning continuity of the students especially amidst the global pandemic. In fact, it was shared by Meredith (2021) that the lack of personal interaction between the learner and their teachers can cause tremendous adjustments in their learning pace and capacity and can also heavily affect their interest and attention due to the presence of various forms of distractions that can hinder them in effectively learning language and its application. Much like any other educational levels, senior high school had also been subjected to online learning. With the introduction of the K-12 curriculum in the Philippines' educational sector had also been already integrated in its curriculum as part of preparing the students to use different forms of technology and also in preparing them to be technology competent and innovative with their Internet-based alternative learning program (Enriquez et al., 2021). In order to adjust effectively in these modern or new approaches in learning, there was also the need to take into consideration the attitudes of Crecencia Drucila Lopez Senior High School (CDLSHS) learners towards distance education modality.

According to Afroz et al. (2021), taking into consideration the attitude of the learners towards online learning can be regarded as a critical and essential factor in determining the effectiveness and conduciveness of the learning environment and how it is being supported by various online learning tools. However, since most of the learners had already been exposed to different forms of gadgets and daily Internet use, the integration of online learning can be considered as something that is not really relatively 'new' to them at all, however, there are some that are still adjusting to such new learning set-up (Unger et. al., 2020). The attitudes of learners from CDLSHS found to be related to their learning styles and how these styles attributed to learning their lessons over time. Further, according to Bennett et. al.,(2018), the learning styles of high school students particularly those that were related to the incorporation of distance education, their learning styles mainly consisted of preference of visual-centered online learning materials especially those that are consisted of different pictures, images, and also found to be applicable for spatial understanding. As such, their learning style was also composed of preference to aural elements that mainly consisted of the use of sound and music and also verbal wherein the students prefer to use words both in terms of speaking and writing. It was also added by Foster (2016), that majority of students' learning styles that were being expressed with regards to online learning was also found to

be more inclined in the development of visual learners, who prefer studying alone.

Since the study is concerned with language learning, one particular theory that was found connected with its conduct was Vygotsky's synergy between language acquisition and language learning for the proper use of languages form to create of new knowledge. He stated that language learning efficiency was based on the response of the language learners from the external perspective to the internal perspective. Cognitivists adhered that believed that the community of the learner wherein they could communicate is not the basis to develop the kinds of language associations that the behaviorist theory would desired and the perception that learning associate to anticipate the knowledge In cognitive theory of learning, it identifies the second language acquisition as comprehensible thinking process Including the proper use of language styles or strategies. Moreover, language styles or strategies emphasize the enhancement of comprehension, and retention through the process of information. In contrary, the idea in behaviorist theory of language was done spontaneously without conscious intention.

On the analysis of internal factors affecting CDLSHS students' attitudes towards distance education, it emerged that the students' attitude on distance education is part of one's self-discipline. It also revealed that student without motivation may find it difficult to stay focused while completing assigned tasks. In summary, the review of the research related to CDLSHS students' attitudes on distance education explains that a combination of both internal and external factors can affect student attitudes. In addition, it defines the occurrence of both positive and negative attitudes of CDLSH students on distance education. Furthermore, there are different challenges affecting the present situation in educational system like quality of instruction, expenses, use of technology, and the perspectives of teachers, students, and administrators. These factors had responses to the quality of distance learning. On the other hand, teachers had changed their role in distance education; they became facilitator and provided constant interaction to their students. Modular learning such as printed modules is the most preferred distance education among students who live in remote barangays that do not have access to the internet for digital - learning opportunities.

"Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID 19 Public Health Emergency" from DepED (DO) 12, s. 2020 indicates the implementation of the use of blended Learning Delivery modalities classified them as face-to-face learning, distance learning and blended learning. Blended Learning is defined as a learning delivery that combines face-to-face with any or a mix of online distance learning (ODL), modular distance learning (MDL), and TV/Radio based Instruction (TV/RBI). As observed, it can be noted that the attitudes and learning styles of students in public high school are displaying a mix of acceptance and reluctance to this new online learning set-up. In fact, according to Agoyaoy (2021), the attitudes and learning styles of students especially those that are still in high school are still adjusting but should be maintained as this has the tendency to be carried over to college and their learning styles simply adjust to what is needed of them at the time. Thus, the present study was conducted primarily with an aim to determine the different problems and challenges regarding the attitudes and the language learning styles encountered by selected public senior high school students towards distance education. Identifying these key aspects on distance education is deemed essential and also beneficial particularly for the students to adjust better to this particular new learning setting. They are in a way of preparation in case the aftermath of the pandemic will continue and also in a way can considered as a preparation for them to become more technologically competent and innovative.

**Objectives of the Study** - This research was conducted based on students' attitudes and the language learning styles on distance education. Particularly, it sought to identify the attitudes of SHS students on distance education in terms of personal suitability, effectiveness, teachability and study habits; determine the learning styles as to memory strategies, cognitive, compensation, metacognitive, affective and social; establish the significant relationship between the attitude and the language learning styles of the respondents; and propose an action plan for English language learning enhancement for senior high school students.

## 2. Methods

**Research Design** - The descriptive research method is utilized since this type of research is known to have an adequate and accurate interpretation of findings (Palinkas et al., 2013) and it is accepted to analyze the students' attitude and language learning styles on distance education. The survey questionnaire is used to gather the assessment of the respondents. Data are treated using statistical measures to for analysis and interpretation.

**Participants of the Study** - The study were participated by 140 selected Grade 11 and 12 students from Crecencia Drucila Lopez Senior High School, a public senior high school with 1,345 enrollees for Academic Year 2020-2021; 835 of the students are enrolled in Grade 11 while 510 enrolled in Grade 12. Further, the study utilized the simple random sampling technique.

**Instruments of the Study** - The questionnaire consists of three parts. The first part is the demographic profile of the respondents in terms of sex, age, grade level. The third is language learning style developed by Xiao, Junhong and Hurd, Stella. It is composed of 6 subscales of strategies namely memory strategies, cognitive strategies, compensation strategies, affective domain strategies, metacognitive strategies, and social domain strategies. Questionnaire no. 2 had 18 questions adapted from Yildirim et. al., (2014) designed to test the attitude of the learners on distance education. The sub-domains are related to Personal suitability (1-6 items), Effectiveness (7-11), Teachability (items 12-15), and study habits (items 16-18) using the following scale: 4–Strongly Agree, 3–Agree, 2–Disagree and 1–Strongly Disagree. The questionnaires have undergone pilot testing and showed a good degree of internal consistency reliability by the Cronbach alpha coefficient.

**Data Gathering Procedure** - In determining the sample, the researcher wrote to the Registrar's Office to gather information about the respondents of this study. First, respondents were selected through random sampling. Before the distribution of the questionnaire letter of request in Google form was utilized and explained the purpose and background of the study, Data Privacy Consent was provided for the respondents to inform that their answers were confidential. Then questionnaire was checked and validated by panel of experts, the research adviser, and the university statistician. The data of the research study was gathered thru electronic survey questionnaire. Then data analysis stage included the tallying and statistical treatment of answers by the use of the selected statistical instruments/tools. After this was the preparation of tables for the presentation of gathered data; and lastly was the presentation of gathered findings that included the textual and tabular presentation of the results of the conducted survey and from the results. Recommendations and conclusions were drawn and taken into consideration.

**Data Analysis** - The results were treated statistically using the following tools: the weighted mean was used to determine the assessment of the attitudes of the respondents regarding the effectiveness of language learning towards distance education and the evaluation of the different language learning strategies used by the respondents towards distance education. In measuring agreement, the Likert scale was used to allow the respondents to specify their level of agreement to a particular statement usually with the use of five points. Further, there was the ranking which was used for ranking the result of the weighted mean of the assessment of the attitudes of the respondents regarding the effectiveness of language learning towards distance education and the evaluation of the different language learning strategies used by the respondents towards distance education. Finally, there was the ANOVA or Analysis of Variance which was used to determine if there is a significant relationship between the attitude and the language learning strategies of the students towards distance education.

**Ethical Considerations** - The selected respondents who participated in this study were given consent. Therefore, data privacy information was distributed beforehand for assurance. It is in the form of letter of consent that they are one of the respondents in the research study and they were assured that their privacy and anonymity is of paramount importance.

### 3. Results and discussion

**Table 1**

*Summary Table on Attitude on Distance Education*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Personal Suitability	2.67	Agree	3
2. Effectiveness.	2.84	Agree	2
3. Teachability.	4.11	Agree	1
4. Study Habits	2.14	Agree	4
Composite Mean	2.94	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree*

As shown in the findings presented in Table 1, the no.3 indicator Teachability has the highest score of 4.11 with a verbal interpretation of Agree. This study is important not only theoretically but also practically for distance education since it focuses on distance teaching. At the conceptual level, the degree to which teachers are happy has a direct bearing on how well students learn. It would be of great assistance to increase the efficiency of distance learning if we investigate the aspects that determine the level of pleasure felt by instructors. The purpose of the research was to evaluate the connection between the availability of distance learning materials and the level of satisfaction felt by students. According to the findings, the selectivity and adequacy of distance English learning materials may have an effect on teachers' satisfaction via having an effect on their self-efficacy, with the self-efficacy of teachers playing the role of the mediating variable in this relationship. Because of the rapid shift toward distance instruction, there is a shortage of distance learning materials that are both effective and appropriate. This makes it difficult for educators to carry out their duties in a distance learning classroom setting. The results will cause teachers to pay attention to the promotion of distance learning materials and teachers' self-efficacy in order to satisfy the criteria of distance teachers. This will ultimately increase the learning effectiveness of online students.

**Table 2**

*Summary Table on the Language Learning Style of Students in Distance Education*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Memory Strategies	2.64	Often	4
2. Cognitive Strategies	2.67	Often	3
3. Compensation Strategies	2.55	Often	6
4. Metacognitive Strategies	2.79	Often	2
5. Affective Strategies	2.60	Often	5
6. Social Strategies	2.81	Often	1
Composite Mean	2.68	Often	

*Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never*

Based on findings presented in Table 2, social strategies had the highest weighted mean of 2.81 and interpreted as Often; meta-cognitive strategies with a mean 2.79; next was cognitive strategies with a mean 2.67; memory strategies with a mean of 2.64. Next effective strategies with a mean 2.60 and lastly was compensation strategies with the lowest mean 2.55 all were interpreted as Often.

In addition, teachers experienced difficulties on how they impart the content of the modules because some platforms offer such as weekly submission of outputs, Therefore, to assess the comprehension of the students on the given tasks, collaboration, engagement between the students, teacher and parents are essential to motivate the students and promote awareness on distance education. According to Mandasar et al. (2018), the application and integration of social strategies in learning and understanding the English language process was associated with making an emphasis on the significance of taking in consideration the social environment and also the oral communication adaptation with the said language in which learners are being exposed to most of the time. It is through hearing and interacting with people speaking English which are deemed to make it easier for them to learn and share their knowledge of the English language.

Table 3 shows the relationship between the attitude of SHS students on English distance education and the language learning styles among public SHS students on distance education. The collected r-value is insignificant correlation and the computed p-values were greater than 0.05 alpha levels.

**Table 3**

*Relationship Between the Attitude on Distance Education and their Language Learning Styles*

	r-value	p-value	Interpretation
Memory Strategies	0.038	0.652	Not Significant
Cognitive Strategies	0.028	0.746	Not Significant
Compensation Strategies	-0.091	0.282	Not Significant
Metacognitive Strategies	-0.116	0.171	Not Significant
Affective Strategies	-0.018	0.832	Not Significant
Social Strategies	0.026	0.760	Not Significant

*Legend: Significant at p-value < 0.05*

Therefore there is no significant relationship in language learning styles of the respondents were not affected by the attitudes of the respondents. In relation to this, this can be noted to contradict the study of Celik et. al.,(2015) on the notion with regards to the attitudes of some students in language learning through the use of distance learning was found to be easy particularly as this was found to be related to an investigation of their satisfaction and perception towards the quality of online interactions and also the way in which language learning can be delivered online. Moreover, such a negative attitude towards distance learning particularly towards language learning was associated with the way in which students' physical interactions with their respective teachers and classmates that allows them to have better motivation in language learning and practice it more often.

**Table 4**

*Proposed Action Plan to Improve the Attitude and Language Learning Style of SHS Students on Distance Education*

Key Result Area/Objective	Strategy/Activity	Success/ Performance Indicators	Person/s Involved
1. Attitudes of SHS Students on Distance Education 1.1.Study Habits distance learning is more effective than traditional learning to further improve the students' appreciation of distance learning 1.2.Personal Suitability difficulty in going to school to study to motivate students to attend classes	Interview students about the kinds of delivery they want to deliver for them based on their time, interest, health issues and economic/financial status Google classroom Modular distance learning Online learning via Zoom / G-classroom Blended learning ThingLink virtual classroom activities using Google Slides or PowerPoint Online white board with Real time collaboration with Whiteboard fi. apps	Online survey form Interview telephone or cellphone calls Attendance Online Interactive activities like Kahoot, Quizlet Teachers made quizzes and tests Modular activities	Teacher Students Parents English Coordinator
2. Language learning styles of SHS Students 2.1.Compensation Strategy making guesses to understand new English word to improve the student's vocabulary comprehension	Realia Providing a target language strategies to be used Hand over newspaper about once a week or having a variety of glossy magazines to students on the "newsstand table" in the corner. It gives your students something to pick up and browse through while waiting for the next class to begin. Older material can be cut up and used to make scrap books or posters for specific types of language activity. And of course, there's the good old "use it for discussion topics" idea	Individual performance Group activities performance using rubrics	Teacher Students English coordinator

2.2.using Filipino equivalent when failing to use the English word (code switching) to avoid code switching	<p><b>COPY CUT</b> Choose movies with dialogue, that is, <b>speech between two people</b>. Don't show your students the entire film, just show them short scenes and repeat those scenes for vocabulary, intonation and understanding</p> <p>Egg timer The good old wind-up egg timer with a bell will let you mark the passage of one minute when playing charades or five minutes when giving a pop quiz. You can also download a desktop timer for your classroom computer. Using your cell phone timer may not be the best idea, as many times cell phones are not allowed in class, but if they are, no problem!</p> <p><b>SELO</b> Speak English Language Only Student will review the personality and appearance of their classmate. Then teacher will provide the language the students could need in speaking let them do the speaking activity and write their feedback Making students work with a different partner. Allow student to choose their best partner in the given activity for them to be able to communicate well.</p> <p>Reward and Punishment Student may receive reward, like stars, which is converted to grades for not speaking Filipino language On the other hand, any student who will speak Filipino will pay one peso per word as punishment</p>
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#### 4. Conclusions and recommendations

Majority of the SHS students strongly agree on the teachability of distance education; however, disagree on their study habits favoring still the traditional or face to face learning. Most of the respondents often prefer social and metacognitive strategies as their language learning style. No significant relationship exists between the attitudes on distance education and language learning styles of the respondents. The researcher proposed action plan to enhance the attitudes on distance education and the language learning styles of the SHS students. The Department of Education (DepEd) may provide training guidelines and programs that can help teachers teaching English subjects to further upgrade their knowledge in learning different platforms to have better quality distance education. School heads and administrators may take in consideration the importance of conducting and providing regular evaluation and assessment of the learners' performance. Language teachers may integrate the use of different interactive language learning tools to improve the effectiveness of students' learning process. Further studies may be conducted in order to better explore other topics and aspects with regards to the language learning styles and attitudes towards English learning in the time of a global pandemic. A language enhancement program was intended for the use of teachers with an aim to be integrated or incorporated in their teaching helping the students in achieving development in their respective language learning skills. Future researchers may conduct further studies to solve some challenges experienced by the teachers in the implementation of distance education in public schools.

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