LANGUAGE TEACHING-LEARNING STRATEGEMS OF ESL LEARNERS IN THE PHILIPPINES
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Abstract

The research focused on the “Language Teaching and Learning Strategies of ESL Learners”, Cagayan State University, Philippines. It concentrated on the methodology of language teaching and learning geared towards comprehension, speaking, and writing skills.

The strategy preferences of the students in learning basic skills in comprehension, speaking and writing teaching and learning were investigated to realize where they can benefit from these teaching and learning strategies appropriate and conducive thus, provides a better learning atmosphere.

Language teaching and learning literatures were employed to highlight proper methods, approaches and strategies; likewise, extreme ways and means to lead students to quality education they deserve.

Learning preferences of the students and ways on how they could learn from the least preferences were pointed out in this study to unravel the significance of acquiring knowledge in these areas where they learn best and for teachers to recognize ways to effective teaching.

The research study used the descriptive design using the questionnaire as the main instrument to gather data. The researchers set schemes on the methods, approaches and strategies applicable to the given discourses whereby students were requested to identify their level of preferences variables 5,4,3,2,1 categorized as most preferred, often preferred, sometimes preferred, seldom preferred and least preferred.

Quantitatively, Weighted Mean was used to identify teaching preferences of the respondents.

$$\text{Weighted Mean} = \frac{\sum X_i \cdot X_i}{n}$$

Discrete Quantitative Variable was considered to express numerically the variables given.

As to the Scale of Measurement, the variables are classified into categories that can be marked as,

- 5          most preferred
- 4          often preferred
- 3          sometimes preferred
- 2          seldom preferred
- 1          least preferred

Measure of Central Tendency or Measure of Central Location where proper weights assigned to the observed values were accorded to their relative importance to look into the least preferred system of language teaching.

Key Words: English language teaching, strategies, Engineering, reading, writing, comprehension
INTRODUCTION

The Cagayan State University College of Engineering, Philippines has been known through its academic performance nationwide. This has been proven through the results of board examinations by producing not only passers but topnotchers as well.

This achievement is the result of students’ level of interest in Math subjects. Most of the time, Engineering students are seen reviewing or tutoring Math in the kiosk or even under the trees. That is why their potential in Math is really maximixed. But then, it should have been better if their potential in language is likewise maximized because their problem sets in Math are expressed in English. It is very sad to note that only few students are eager and interested to learn to love English. This has been the observation for many years that students in the College of Engineering treat English in a very ordinary way like any other minor subject. They fail to realize that English is the medium of instruction and Math is one of the subjects being taught in English.

The strategy preferences of students to meet halfway for a better teaching and learning atmosphere.

Hence, the study was conducted.

The role of school as the primary educative agency for learning

In one of the highlights in Sociology of Education by Tamayao, school is defined as one social agency created by society to educate its members. It has become the primary educative agency created of society making it major and indispensable social institution in the world. All countries, irrespective of size, political ideology, and development status, recognize the vital role of schools in societal development.

Etymologically, according to Sharma (2000), the word school is derived from the Greek word ‘skhole’ which means leisure. In ancient Greece, places were used for self-development. Gradually, these places came to be known as schools where teachers under a pre-planned system used to give specific doses of curriculum fixed time and thus, the four walls, the furniture and the other educational materials came gradually.

In modern time, however, school may be defined as follows:

1. School is a special environment, where a certain quality of life and certain types of activities and occupations are provided with the object of securing the child’s development along desirable lines. - John Dewey
2. School is an institution devised by civilized man for the purpose of aiding in the preparation of the young for well – adjusted and efficient members of the society. – J.S. Ross
3. School is an institution that requires full-time attendance of specific age group in teacher supervised classrooms for the study of graded curricula.

Sharma claimed that school is the most important agency of education. However, there are other domains to educate an individual. Nowadays, new delivery modes of education are emerging. Evidently, homeschooling/ distance learning, media, religion and society itself are obviously other avenues to education. While these other avenues exist, it is still indispensable and undeniable that schools are recognized as the most educative agency in building an individual and his society where he lives in. It is in school where the individuals develop themselves wholistically – Intellectual, Social, and Moral.

Indisputably, Scotter (1991) notes that although there is only one teacher among several other tenets that form the social institution of education, it is still the primary educative agency of society. Scotter’s warrant of the essence of school in the development of the society is evident in the Philippines where Filipinos take pride of their diplomas and certificates from the school they graduated in, the school where they finished college or even higher than that. Who is then called “educated” in the guise of Filipino schema? The definition of a person who is “educated” in the Philippine context is one who had undergone formal schooling. Someone who had gone in an institution with a fixed curriculum – a person who had attended school for a fixed time. If in Philippine context being “educated” is someone who has undergone formal schooling, it is then rational that the role of the teacher in classroom must be well-defined. As one of the great philisophers in education Emmanuel Levinas on relational ethics warrants that the good is infinite, having no boundaries or limits.

Levinas sees the search of good in his theory on relational ethics as individuals are unique and this uniqueness is the interest of the Good. He claims that we do not encounter God directly but we see traces of God. Thus, we see these traces in his creation – INDIVIDUALS.

It is in this context that the Levinasion theory places a strong stress on seeing what is good among others by othering or otherness. To simply put into, when we claim good as infinite then teachers must do good to his students.
This proposition is condensed in the discussion authored by Sharon Todd in her On Not Knowing the Other, or Learning from Levinas as quoted, “What has recently been coined the ethical turn in philosophy — and there is certainly evidence of this turn in educational theory as well — has been noticeably inflected by an emerging interest in the philosophy of Emmanuel Levinas, (1) who is described by one literary critic as “offering the gift of ethnicity.” (2) This gift is marked by Levinas’s attention to the category of the Other as a necessary condition for ethical interaction and his insistence upon an ego-less and non-conscious passivity in relation to being responsible for that Other. Ethics, in his view, is rendered less in terms of consciousness and agency, which are the usual hallmarks of moral theory and education, and more on a “pre-originary” susceptibility and openness to Otherness.”

In addition, Todd (2013) claimed in her study, Levinas believes that the face is a remembrance of God to us. By looking at the faces of others, we see the gift of goodness. The face suggests that there is another order of existence…the order of an incredible good calling us to be responsible for the other. Educators must be reminded of their ethical obligation to their students through the face.

This theorist is leading the educators to utilize education as the principal obligation to building quality encounter with the other where other means the stakeholders of education – students. It is in this juncture that the authors believe it is but proper for a teacher to empower the students to interact but it takes two to tango, a common idiomatic expression which suggests something in which more than one person or other entity are paired in an inextricably-related and active manner, occasionally with negative connotations. This means that tango requires two partners moving in relation to each other, sometimes in tandem, sometimes in opposition. In this action research, the meaning of this expression has been extended to include any situation in which the two partners are by definition understood to be essential; they dance gracefully in tandem — as in, a student-teacher relationship. Learning can only take place when both parties work collaboratively for good.

Language As An Essential Basic Subject

Our society today is in need of people who not only read English well but also speak it fluently. It is also a must that Filipinos be learned in their national language, Filipino, as it is a healthy foundation to language learning. As for beginners, they must have a solid foundation in Filipino and English. This foundation should be built on accuracy and fluency.

According to Coombe and Kinney (1999) as cited by Rosario (2000) claims that a learner- centered approach in language is founded on the concept that the learner is the center of every educative process. Learners learn primarily because of what they are doing in their classroom in terms of experience, needs, motivations, background knowledge, interest and creative skills. The teachers, on the other hand, are seen as facilitators, helpers, and instructors with decentralized role (Campbell, 1992)

Advocates of learner- centered teaching methodologies and curricula argue that involving learners enhances motivation, which in return heightens achievements. Learner – centered approaches offer additional benefits for the classroom teachers. It includes reduced preparation time through the use of student generated materials, peer teaching and correcting and increased understanding of students on different concerns and problems.

In a student – centered orientation, Zhenhui (1999) further added that students need much practice to facilitate language acquisition. Teachers therefore must ensure that classroom interactions are properly managed. The teacher does not act as a leader of the class, but class leadership emerges within the group. But then, it is still the responsibility of the teacher to develop the students’ potential through the use of varied strategies, approaches and methods so that the language potential of every learner is enhanced.

Speaking

Robles (1998) claims that the goal of English Language teaching in tertiary level should be communicative competence on the part of the learner and he use of it as an efficient tool for learning in other subjects in college. Communicative competence refers to the relationship and interaction between grammatical competence (knowledge in the grammar rules) and sociolinguistic competence (knowledge on rules of language use). The realization of utterance is known as communicative performance. To accomplish this goal of developing students’ communicative oral skills, Rudder (1999) proposes that there is a need to encourage interactive discourse and self expression. Classroom activities that increase student – talk and promote interaction among students for communicative purposes will help teacher reach this goal.
Furthermore, John Hoover, as cited by White (1982) said that by developing one’s skill in oral communication, he will achieve greater self realization, improve his social relationship, increase his professional and economic efficiency and serve more effectively his community and nation. Developing a person’s ability to speak and to listen is essential to the realization of his greatest potential as a mature individual, because effective communication is not just important. It is mandatory.

Writing
According to Serrano and Bello (1995), writing is an art, and like any other art, it has to be learned. Writing is not an easy task. Cognitive psychologists have described it as the most complex process and demanding of all cognitive activities done by human beings, because are no clean-cut rules. In fact, writers are considered free agents; they can choose to say what they want and how they want. On the other hand, the process of writing should be emphasized to learners. Camacho, (1992) suggested eight steps for students to follow in writing a composition. These steps will enable this phase of language instruction to be carried out in a most effective manner:
1. Oral Preparation – creating a writing situation.
2. Stimulating ideas – through asking questions orally – the pupils are stimulated to think of the subject.
3. Studying models – tickling the pupils’ imagination.
4. Developing vocabulary
5. Choosing a proper title.

Reading
The nature of the reading art has been described in different ways by researchers and writers. Regarding this, Gray as cited by Rosario, states that reading is primarily a process of perceiving or recognizing written symbols. This concept gives much emphasis to accuracy in recognizing words, the amount of print recognized at each fixation of the eyes, the rate at which words and phrases are recognized, the rhythmic progress of perceptions along the lines and the return sweep of the eyes from the beginning of the next.

Another concept assumes that the reading process is not only the fluent, accurate recognition of words but also the fusion of the specific meaning presented by the words in a chain of related ideas. Studies along this concept paid attention to two important aspects of reading namely rate and comprehension.

The third concept assumes that while the reader apprehends the author’s meaning, he likewise reflects on the significance of the idea presented, evaluates them critically, and applies in the solution of problems. Thus, reading is a physio-psychological process. This means that the reading act involves both the physical and mental processes.

Changing Winds and Shifting Sands
It should be noted that in the light of the current global situation, Changing Winds and Shifting Sands, teaching should always be based on the child and not on the subject. The child is the stakeholder. The subject is just there as a guide to what is being taught. The core objective of a teacher once he/she faces his/her stakeholders would be what the teacher can impart through the basis of the subject he/she teaches. This idea must be limelighted on the stakeholders – the learners.

Since learner-centered teaching is an approach to teaching that is increasingly being encouraged in higher education, teachers must not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning. The teacher must not be arbitrary nor act as a primary knower but a facilitator in classroom management.

Traditionally, instructors focused on what they did, and not on what the students are learning. This emphasis on what instructors do, often leads to students who are passive learners and who did not take responsibility for their own learning. Educators call this traditional method, “instructor-centered teaching.” In contrast, “learner-centered teaching” occurs when instructors focus on student learning.

Therefore, the innovation that is encouraged in language instruction is the idea of turning teacher-centered instruction to learning-centered instruction.

Brown (2001) summarizes the differences between teacher-centered instruction and learner-centered instruction by highlighting the latter, which includes:
1. Techniques that focus on or account for learner’s needs, styles and goals
2. Techniques that give some control to the student (e.g. group work or strategy training)
3. Curricula that include the consultation and input of students and do not presuppose objectives in advance
4. Techniques that allow for student creativity and innovation
5. Techniques that enhance a student’s sense of competence and self-worth
   Careful embodiment of methods, approaches and strategies may be employed to bridge the gap to learning experience.
   An eclectic approach in teaching-learning must then be warranted to create a wholistic quality encounter in education.

SIGNIFICANCE OF THE STUDY

In cognizance to the learner–centered teaching that is increasingly being encouraged in higher education, an approach that emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning, the result of this research could provide the language teachers in the College of Engineering an idea on the strategy preferences of the students in learning basic skills in comprehension, speaking and writing.

On the other hand, the first year and second year Engineering students noted to be likewise benefitted on this research because the Teaching strategies to be used in enhancing their skills in Comprehension, Speaking, and Writing are appropriate and conducive. Thus, apprehensions may turn to providing the stakeholders a better learning atmosphere.

OBJECTIVE OF THE STUDY

GENERAL OBJECTIVE

This study shall see the significance of teaching methods, approaches and strategies of the language teachers in the College of Engineering.

On the other hand, it shall also seek the learning preferences of the 1st and 2nd year students in the College of Engineering.

SPECIFIC OBJECTIVES

Explicitly it will determine:
1. The extent of methods, approaches and strategies set by the teachers as students’ predilection to language learning
2. The schema/plan that a language teacher shall consider as essential
3. The technique teachers must employ to meeting the students halfway in their learning the language

CONCEPTUAL FRAMEWORK

The two variables with an arrow pointing on both sides connects the teacher-learner relationship. Both variables, teacher and learner have the same arrow pointing upwards as this means, (1) that learning increases on both players and, (2) that learning may is above all the main objective of getting to school. The other reason why learning is on top of the rest of the variables is that learning is a way to exalt/ glorify the Creator.

The methods, approaches and strategies illustrates a home that must have a strong foundation. Therefore, it is the groundwork to firm up the two variables, teacher and learner to keep standing- TO KEEP LEARNING.

Interaction may be best illustrated in Osgood and Schramm Circular Model of Communication. This model explains its characteristics in this type:
1. Dynamic model - Shows how a situation can change
2. It shows why redundancy is an essential part
3. There is no separate sender and receiver, sender and receiver is the same person
4. Assume communication to be circular in nature

The Osgood and Schramm Circular Model of Communication may be used as a basis for classroom interaction where two people may not achieve understanding in the following concepts: Communication takes place in a classroom situation where players are dynamic learners. They both learn from each other by feedback, its central feature.

DEFINITION OF TERMS

Comprehension

Interpreting Graphs and Tables – the students are asked to draw/illustrate the textual discussion in a graphical/table presentation.

Discussing Graphs and Tables – the students are asked to interpret the given graphical presentation or nonprose reading.

Recognizing Non-Prose Structure and Answering Questions – the students are asked to identify the type of graphical presentation and answer the questions given by the teacher.

Modeling – the teacher models, or demonstrates, how to apply the strategy, usually by “thinking aloud” while reading the text that the students are using.

Interpreting Journalistic Writing

Identifying the Important Details – Knowing the gist of the journalistic article.

Understanding the Lead By Answering Questions – The teacher shall ask questions to enlighten the students about the lead.

Recognizing 5W's and 1H – the students are asked to identify specifically the 5Ws (who, where, why, when and what) and 1H (how)

Interpreting Scientific Reports

Thinking about Thinking (Metacognition) – a metacognitive strategy where a student has a control over his reading. Before reading, they might clarify their purpose and preview the text. During reading, they might monitor their understanding, reading speed, comprehension problems. After reading, they check their understanding of what they read.

Answering Questions (re: Basic Principles of Scientific Writing using Content Areas) - the students are asked to answer questions based on the basic principles using subjects related to students’ discipline.

Summarizing and Outlining – the students are given the schema of applying knowledge in compressing or writing briefly the given article and giving a skeletal framework of the scientific article provided.

Identifying the Main Idea, Predicting outcomes, Making generalization, Drawing out Conclusion – the students are asked to apply the levels of comprehension as literal, inferential and critical in the given sub-skills in comprehension.

Speaking

Getting and Giving Information Through An Interview

Pair share – refers to a strategy of which each student thinks about a topic provided by the teacher. They pair up with another student to discuss until they generate a concept.

Role play – refers to dramatic enactment between two or more people intended to represent a situation.

Pragmatic Method/ Ambush Interview – students are asked to experience a real life interview of a timely issue/topic without an appointment with the interviewee.

Problem Solving through Group Discussion

Buzz group – refers to a small group (five or six) assembled to work on a problem or issue and report such in a larger group.
Panel discussion – is a small group communication which consists of three to eight members who discuss systematically a problem on an issue. The discussion is facilitated by a moderator.

Fish bowl – is a technique in which group members give their full attention to what an individual wants to express. The whole group sits in a circle.

Forum – is a panel approach in which members interact with an audience.

Composite Report – synthesizes and summarizes the views or information of all members of the group.

Agenda method – is a formal method of organizing a group task. The students or the teacher can plan the agenda, and members of the group must keep it.

Seminar group method – is a deliberative body looking for a solution to the problem based on reading, and experiences of the participants. The discussion is on an issue, problem, situation or proposition of which a solution or answer is formulated.

Persuading Through Public Speaking

Impromptu speech – refers to a speech delivery with no preparation at all.

Extemporaneous speech – refers to a speech delivery with at least three minutes to prepare.

Read speech – refers to a speech delivery where the speaker is allowed to read his manuscript/speech.

Memorized speech – refers to a speech that is delivered through the memory of the speaker.

Writing

Journalistic Writing

Inverted Pyramid – this is a strategy in arranging the ideas from the most important detail to the least important ones (deductive method)

Writing the Lead (Hard News/Straight News) – this is where the students are asked to write in a paragraph form the gist of the journalistic writing through the basis of the 5Ws and 1H

Summarizing Using 5Ws and 1H – presenting the gist in a paragraph form using the 5Ws and 1H

Narrative Writing

Picture Story – using photos and the like to show the interrelated events in the story

Sequencing – answered based on the series of events as they happen in the story

Controlled Writing (Story Telling) – writing a story basing from the five elements (exposition, complication, turning point, resolution and conclusion) set by the teacher. It is controlled because the parameter shall be given by the teacher.

Story Line - Series of events as presented in the story

Story Map – Used to chart a story in a structure that can be organized into fiction and nonfiction text structures using the elements of a story

Scientific Report Writing

Summarizing – brief or compressed restatement of a piece of scientific report writing

Venn Diagram – showcasing the similarities and dissimilarities of two like and unlike objects (comparison and contrast) using a diagram

Writing a Scientific Article (Research-Based) – researched-based writing where a students are asked to write a scientific article applying the conventions of writing a research paper.

METHODS AND MATERIALS

Research instrument

The research study used the descriptive design using the questionnaire as the main instrument to gather data. This design is appropriate to use since the study only describes the teaching strategy preference of the first year and second year college students in the College of Engineering.

The researchers set schemes on the methods, approaches and strategies applicable to the given discourses whereby students were requested to identify their level of preferences variables 5, 4, 3, 2, 1 categorized as most preferred, often preferred, sometimes preferred, seldom preferred and least preferred.

Respondents and Sampling Procedure

The respondents of the study were the first year and second year students of the college of Engineering since most of the language subjects are offered during this time. Random sampling was used inorder to determine the sample respondents of the study.

Data gathering and procedure
The needed data were gathered through the use of a questionnaire. The researchers personally floated the questionnaires to the student respondents.

For the respondents to understand the strategies, the researchers explained and described individually the different strategies mentioned in the questionnaire. The study was conducted during the second semester, SY 2011-2012.

**Data Analysis**

The researchers opted to apply the Statistics using the Weighted Mean to identify the ways of teaching preference of the students in the College of Engineering where they may have extreme learning experience.

Discrete Quantitative Variable was considered to express numerically the variables given.

As to the Scale of Measurement, the variables are classified into categories that can be marked as,

- 5 most preferred
- 4 often preferred
- 3 sometimes preferred
- 2 seldom preferred
- 1 least preferred

On the other hand, the findings of the Statistics Analysis using the

\[ \text{Weighted Mean} = \frac{\sum X_1 \cdots X_n}{n} \]

Measure of Central Tendency or Measure of Central Location where proper weights assigned to the observed values shall be accorded to their relative importance. It shall also serve to look into the least preferred system of language teaching.

Hence, the given scale as subscribed in the conventions of Statistics is categorized as:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Most favorable</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.20-5.00</td>
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<td></td>
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<tr>
<td>3.40-4.19</td>
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<td>2.60-3.39</td>
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<tr>
<td>1.80-2.59</td>
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<tr>
<td>1.00-1.79</td>
<td></td>
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</tr>
</tbody>
</table>

**RESULTS AND DISCUSSIONS**

<table>
<thead>
<tr>
<th>Teaching Methodology/ Strategy/ Preferences</th>
<th>Total Weighted Mean</th>
<th>Descriptive Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I – Comprehension</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A- Interpreting Graphs and Tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Illustrating graphs and tables</td>
<td>3.70</td>
<td>favorable</td>
</tr>
<tr>
<td>2. Discussing graphs and tables</td>
<td>3.70</td>
<td>favorable</td>
</tr>
<tr>
<td>3. Recognizing Non-prose structure</td>
<td>3.50</td>
<td>favorable</td>
</tr>
<tr>
<td>4. Modelling</td>
<td>3.70</td>
<td>favorable</td>
</tr>
<tr>
<td>B – Interpreting Journalistic Writings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identifying important details through inverted pyramid</td>
<td>3.70</td>
<td>favorable</td>
</tr>
<tr>
<td>2. Understanding the lead by answering questions</td>
<td>3.80</td>
<td>favorable</td>
</tr>
<tr>
<td>3. Recognizing SW’s and 1H</td>
<td>3.90</td>
<td>favorable</td>
</tr>
<tr>
<td>C - Interpreting Scientific Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Thinking about/ Thinking activities</td>
<td>3.30</td>
<td>not favorable</td>
</tr>
<tr>
<td>2. Answering Questions (re: Basic Principles of Scientific writing using content areas)</td>
<td>3.50</td>
<td>favorable</td>
</tr>
<tr>
<td>3. Summarizing the main idea, predicting outcome, making generalization, drawing out conclusion</td>
<td>4.00</td>
<td>favorable</td>
</tr>
<tr>
<td><strong>II. Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Getting and Giving Information through Interview</td>
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</tbody>
</table>
The table above is shown in three columns, (1) three skills in language learning, comprehension, speaking and writing; (2) total weighted mean; (3) descriptive value expressed practiced teaching methods, approaches and strategies in language.

Furthermore, the three skills which is in column 1, were categorized into subtopics specifically (1) comprehension - Interpreting graphs and tables, journalistic writing and scientific report; (2) speaking – getting and giving information through interview, problem solving through group discussion and persuading through public speaking; (3) writing – journalistic, narrative and scientific writing.

Methods, approaches and strategies included in these sub-skills were used to check the learners’ preferences in the skills taught. With slight difference against favorable value, it was found out in the third column that metacognition (comprehension), fish bowl, buzz group, impromptu, extemporaneous speaking (speaking), and story line and story map (writing), were the strategies unfavorable to them.

The areas that were discovered as the least preferred strategies may somehow be the beam to enlighten the students that these areas are indispensable, thus learning may still be possible depending on the teachers’ technique in transferring the knowledge.

These results/findings may also shed light to employing another research to verify/confirm the effectiveness of the technique in the areas that were least preferred by the students.

CONCLUSION and RECOMMENDATION

It is imbedded in the language teaching and learning literature the importance of why teachers must employ proper methods, approaches and strategies; likewise, it is propelling that teachers must be empowered to employ extreme ways and means to lead students of a quality education they deserve.
On the other hand, it is helpful that the language teachers must consider the teaching preferences of the students and look into ways on how they could learn from the least preferences. The least preferred ones may still be effective in their language learning. The students must see the significance of acquiring knowledge in these areas. Furthermore, these skills may be helpful to them in other aspects of life. The challenge posit on the teacher.

In this light, the following recommendations are to be set upon.

1. Compose a follow-up research on the reasons why Engineering students are unfavorable of the specified techniques.
2. Further/expand this action research to know the learning effectiveness of students as well as teaching effectiveness of teachers based on the unfavorable strategies reflected in this study.
3. Prepare an instructional manual to strengthen the teaching and learning effectiveness of both players
4. Propel language teachers to attend trainings and seminars to further/extend their knowledge in the latest trends in language teaching.
5. Encourage strong willpower of the administrators to support recommendations for a quality teaching-learning experience.

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