



THE LANGUAGE TEACHING STYLES OF THE HIGHER EDUCATION INSTITUTION IN THE PROVINCE OF KALINGA, PHILIPPINES

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Abstract: *The study determined the language teaching styles of the Higher Education Institution in the province of Kalinga, Philippines. The objectives are: (1) to identify the dominant teaching styles of SLCB (Saint Louis College of Bulanao) and KASC (Kalinga-Apayao State College) English language teachers along the behavioral categories: classroom atmosphere; teaching techniques; planning; what one values in students; teacher-student interactions; classroom management; student behaviors; teaching behaviors; evaluation; and goals; (2) to compare the teaching styles of SLCB and KASC English language teachers.*

The findings revealed: (1) Sensing-feeling is the dominant teaching style of SLCB and KASC English teachers; (2) SLCB and KASC English teachers have the same teaching styles in (classroom atmosphere), in (teaching behavior), and in (educational goals) categories. However, they differ along the other categories (teaching techniques, planning, preferred qualities of students, teacher-student interaction, classroom management, appropriate behaviors, and evaluation).

Keywords: *teaching styles, classroom atmosphere, teaching techniques, planning, classroom management*

INTRODUCTION

No two persons are exactly alike. People are born unique- possessing qualities distinct from the rest. In any area or in any field- work or play, differences emerge. Men have their own little ways, "somewhat like the athletes who appear on ball fields ready to play baseball ... coming with different kinds of bats, gloves, uniforms, shoes, glasses, levels of experience and attitudes towards winning (Feden, 2003).

Differences among people are what make the planet such an interesting place to live and differences among learners can make classrooms that much more interesting as places to learn.

It is not just learners who are unique; teachers too, are. Both groups of people bring their own gifts to the classroom. They bring their own set of differences. The combinations of individual differences that learners and teachers bring to the classroom can be understood



in light of social categories and theories grouped together under the common category of learning and teaching styles.

Styles are simply typical preferences that people have and cause people to behave in predictable ways. By coming to know people well, one will become more familiar to another person's style. This will enable him to predict how a person will react or respond under particular circumstances. .

A number of educators accept the assumption that teachers must know their students' style in learning and must likewise know their own style in teaching, and figure out if these two match or mismatch to enable necessary adjustments for the benefit of the students or learners. This suggests that there should exist a connection between the teacher and students. The lack of it often leads to feelings of powerlessness and frustrations for both. This calls for the absolute necessity for teachers to get to know their students as individuals – having their own types and preferences in regard learning, then create a school environment that fosters belongingness, acceptance and understanding. It is likewise important to recognize that every teacher brings his own type and preferences to the classroom. Every teacher faces a special responsibility to be aware of his own personal type and recognize that not everybody shares it. Feden (2003) claims that:

Because teachers are in the power position in a classroom (that is to say, they do planning, run the activities, establish reward systems, and determine the learners' grades), they must be quite sensitive about type differences and the various styles that learners bring to the classroom. In this way, teachers can be fairer in wielding this considerable power, and can promote more effective learning among children in classrooms that will contain those who exhibit a variety of types and styles, some at odds with their teachers' preferences.

Some researches show that teachers usually teach in the ways they preferred to learn. On the continuum of field-independent /field-dependent teachers, for example, field – independent teachers prefer lecturing, structural activities, and print-oriented classrooms; they expect their students to follow directions and to see details clearly. Field-dependent teachers, on the other hand, often use discovery approaches and trial-and –error activities; interactive techniques, discussions and intuition play major parts in their teaching styles (Garrot, 1984.)



Furey (1986) claimed that ESL teachers should be wise to identify, investigate and respond to differences in the emphasis students place on such modes of learning as inductive versus deductive reasoning, learning by doing versus observation and discovery versus learning.

Reid (1993) expressed his belief that teachers can be flexible like learners, in their teaching styles “to expand their repertoire to accommodate student learning styles. “He cited the need for example of a teacher who is already comfortable with the lecture approach and a structured classroom to experiment with a collaborative group work and interactive tasks. Teaching students with, multi-styles techniques makes learning more enjoyable and improves teacher-student communication.

With the growing concern for classroom processes and output which are much dependent on teacher- student matching, researches on teaching and learning styles are conducted. Thus, this research was conceptualized.

CONCEPTUAL FRAMEWORK

The following are theories on personality type, theories on language teaching and theories on second language acquisition to which this present study is anchored.

Psychological Theories

Type Theories. Carl Jung’s (1971) theory of psychological type, and Myer’s (1980) and Mamchur’s (1996) connection to educational practice, have given us ways to understand these differences in terms of classrooms and learners in them. Psychological types have to do with people’s preferences much in the same way that learning styles do.

These theories are one in the following claims:

1. There are four mental functions that humans use daily. They are sensing(S), intuition (I), thinking (T), and feeling (F). The difference lies in the priority men give to each function, and in the attitudes, introversion (I) and extroversion (E) in which men use the function (Myers and Mc Caulley, 1985).
2. There is a difference among human beings in the way they prefer to make decisions once they have taken information. Some people make decisions using dispassionate logic. They analyze information and strive for objectivity in decision making. They are called thinkers. Those who prefer to make decisions on the basis of how these decisions feel to them. This preference is very subjective and empathetic, and is often centered on personal values. They are called feelers (F).



3. There is a difference among human beings in the attitudes in which each of the above-given functions is used. Some people focus on the outer world of people and things. They prefer action and variety. They tend to be very talkative. They are called extroverts (E) and are characteristically outgoing.

Other people focus their attention in the inner world or personal thoughts and ideas. They prefer having time to reflect before they act. They are called introverts (I).

4. Teachers teach in ways that are consistent with their own type preferences. This means that learners who happen to be in the classrooms, and who happen to share their preferences are fortunate but those who differ from them will be unfortunate if the teachers stick with only their preferred way of teaching. The question that is asked in lieu of the afore-mentioned claims of the type theories is “What do these mean for teachers wishing to teach in ways that accommodate style?

Lawrence (1993) suggests three things to implement as teachers most specially English language teachers with lesson planning, given the data on the distribution of types in the classrooms:

1. Start planning with your own natural teaching style in mind;
2. Consider the needs of ESL learners.
3. Develop alternative activities for IS, EN, and IN learners.
4. Adjust for TF and JP dimensions that are important to your learners.

Feden (2003) claimed that knowing the psychological type can be useful to learners in a number of ways: meet learners’ preferences and needs by creating instructional activities that match their styles; encourage learners to develop their preferences by creating activities that do not meet their styles but rather force them to stretch; adjust any one instructional activity so that it meets the styles or needs of a variety of learners with different styles; and group learners so that they are working either in homogenous or heterogeneous style groups.

Contextualist Theory. This theory according to Milner (2003) asserts that “behavior has meaning (and can be explained) only in terms of its social-historical context. “This means that it is difficult to understand human behavior without knowing something about the context within which it occurs. This context consists of the culture in which the person acts. People share common beliefs, values customs, traditions and languages, among other



things, define culture. The work of Lev Vygotsky, a Russian psychologist, known as the most influential of the contextualist theories in the field of education claims four major ideas important for teachers:

1. Children construct their own knowledge;
2. Language plays a central role in cognition development ;
3. Learning can lead to development;
4. Development cannot be separated from the social context in which it occurs.

Much of Vygotsky' s theory , at least as it relates to the core concept of learning as social interaction, is derived from his views on thought and language.

This theory views learning as one which involves social discourse. This leads to the Development of techniques like *cooperative learning* (Johnson, Johnson and Smith , 1991) *scaffolding* (Bruner 1978) reciprocal teaching (Palincsar, 1986) helped teachers understand ways to systematize instruction on the basis of dialogue and conversation that help guide the teaching and learning process in a social context .

Theory of Multiple Intelligence. The Theory of Multiple Intelligence of Howard Gardner has a lot of educational implications. Armstrong (1994) synthesized the four key points that educators particularly foreign and second language teachers find significant about the theory are:

Each person possesses all eight intelligence. In each person, the eight intelligence functions together are in unique ways. Some people have high levels of functioning in all or most of the eight intelligence; a few people lack most of the rudimentary aspects of intelligence. Most people are somewhere in the middle, with a few intelligences highly developed, most modestly developed, and one or two underdeveloped.

Intelligences can be developed. Gardner suggests that everyone has the capacity to develop all eight intelligences to a reasonably high level of performance with appropriate encouragement, enrichment and instruction.

Intelligence work together in complex ways. No intelligence really exists by itself in life. Intelligences are always interacting with each other. For example, to cook, a meal, one must read a recipe (linguistics) perhaps double and prepare a menu that satisfies other you may cook for (interpersonal) and yourself (intrapersonal).



There are many different ways to be intelligent. There is no standard set of attribute that one must have in order to be considered intelligent.

Educators have taken the theory, put it together in different ways and applied it to their lesson planning and program and curriculum development. The key points given above are all useful to the English language teaching profession. They help us understand the diversity we observe in our students and provide framework for addressing these difference in our teaching.

Multiple Intelligence theory is applied in teaching not only second language but also foreign language. MI theory offers teachers a way to examine their best teaching technique and strategies in light of human differences. In a lot of in-service or pre-service programs, teachers apply the multiple intelligence theory – they determine their own multiple intelligence profile- first to themselves before they apply it to their classes. Once they learn more about their own multiple intelligence profile, they become more confident in the choices they make that affect their teaching. The types of learning activities teachers select are often directly related to their experiences in the real world. The choices they make as teachers in turn can affect the multiple intelligence profiles of the students. Teachers choose classroom activities that complement their own multiple intelligence profile. They conduct a personal audit of teaching strategies.

There are several steps to follow in introducing the theory to teachers in either in service or pre-service programs.

Step1. Introduce the Multiple Intelligence Theory.

Step2. Use an MI inventory. Armstrong (1994) believes that before teachers apply a model of learning in the classroom, they should apply it to themselves.

Step3. Categorize familiar activities. In order to begin lesson planning, it is important for teachers to be able to identify the activities they would normally use in their lessons and identify the intelligences the activities represent.

Step4. Conduct a personal audit of teaching strategies.

Step5. Develop different assessment techniques that also address the eight intelligences.



No two teacher educators use the MI theory in exactly the same way. Some use MI theory as an entry point into lesson content. Others engage all eight intelligences in their lesson. There is no single correct answer or road to follow.

Theories on Language Teaching

Cognitive Learning Theory. Currently, cognitive learning theories are the dominant theoretical influence on instructional design practice. Cognitive learning theory “places much more emphasis on factors within the learner and less emphasis on factors within the environment than behavioral theories. “ (Patricia Smith and Ragan Tillman Instructional Design, Lib of Congress, 2005)

Schurell (1980) credited 5 major ways that cognitive psychology has influenced learning theory. They are the following:

1. view of learning as an active constructive process ;
2. the presence of high-level process in learning;
3. the cumulative nature of learning and the corresponding role played by prior knowledge; and
4. concern for the way knowledge is represented and organized in memory, and concern for analyzing learning tasks and performance in terms of the cognitive process that and involved (Smith and Tillman. 2005).

Instructional Theory. Of all theory bases, instructional theories are those that instructional designers draw from most directly (Brunner, 1966) is credited with being the first to describe the characteristics of instructional theory- Most recently, Gagne and Dick (1983) described instructional theories as follows:

“Theory of instruction attempts to relate specified events comprising instruction to learning processes and learning outcomes, drawing upon knowledge operated by learning research and theory - often instructional theories are prescriptive in the sense that they attempt to identify conditions of instruction which will optimize learning, retention, and learning transfer.

Communicative Language Teaching. The role of the instructor in CLT is quite different from traditional teaching methods. In the traditional classroom, the teacher is in charge and "controls" the learning. In CLT the teacher serves as more of a facilitator, allowing students to be in charge of their own learning. The teacher still sets up exercises and gives direction



to the class, but the students do much more speaking than in a traditional classroom. This responsibility to participate can often lead to an increased sense of confidence in using the language. This theory claims the following:

1. Language is used for communication. For this reason, CLT makes use of communication to teach languages. Whereas traditional language teaching places a lot of emphasis on grammar rules and verb conjugations, CLT emphasizes real-life situations and communication in context. While grammar is still important in the CLT classroom, the students practice real-life situations, for example, buying food at the market or asking someone for directions.
2. CLT also stresses social and situational contexts of communication. For example, in many languages, the form of "you" changes depending on the age and status of the two speakers. Addressing a person in the proper way can make a big difference in having a successful exchange, even if the verb tenses aren't right.

According to a lot of experts, multimedia is an ideal way to teach language using CLT as the theory. It allows for realistic simulations of communicative situations. Many such programs are games, such as "A la rencontre de Philippe" or "Who is Oscar Lake?" They place the learner in a situation in which understanding basic communication, and social and cultural contexts are vital to advancing in the game.

Theories on Language Acquisition

Theory on Second Language Acquisition. Krashen's (1981) as stated by Ruddell (2001) posits a model of second - language acquisition based on five hypotheses:

1. The Acquisition –Learning Hypothesis. Acquisition of a language occurs as a subconscious process as man encounters and uses a second language acquisition for some communicative purposes. Conscious learning of a language, on the other hand, occurs as grammar, structure, and lexicon of a language occurs. Acquisition is more considered by Krashen more than learning.
2. The Natural Order Hypothesis. This hypothesis refers to the general order in which elements of a second language are acquired. This means that learners acquire the grammatical structures of a second language in a predictable order, even though linguists do not have complete understanding of what that order is for every structure in every language.



3. The Monitor Hypothesis. This hypothesis explains the relationship between acquisition and learning acquisition- encountering and using language for specific communicative purposes -is responsible for fluency in a second-language; conscious learning – what we know and can articulate about that language – serves as a monitor or editor in language use. Here, Krashen emphasizes that for the monitor to be effective, the second-language user must have time to consult or reflect on language rules.
4. The Input Hypothesis. This hypothesis known as the “heart of Krashen’s Model states that people learn a second language by understanding language containing linguistic features that are just little beyond the structures learners already know. Krashen calls this comprehensible input and symbolizes it with $i + 1$. The meaning is constructed using what learners already know new structures in a second language (new words, new grammar).
5. The Affective Filter Hypothesis. Krashen provides three affective variables that serve as “filters” for mental blocks that may inhibit second-language acquisition. Anxiety, motivation and self-confidence are the influencing filters. This is summarized as:
Poor people acquire second languages when they obtain comprehensible input and when their affective filters are low enough to allow input in. Second language acquisition will occur in classes taught in the second language if the student can understand what is going on in the class; that is, when input is comprehensible.

All these five hypotheses of Krashen have a direct bearing on the present study as they emphasize the need for the understanding of the behaviors and nature of learners as well as the instructional strategies of the teachers.

Reflective Teaching. Barlette, (1990) as stated by Reid (1993) defined reflective teaching as “a kind of teaching which involves assessing the origins, purposes and consequences of a teacher’s intentions and actions in the classroom.”

He added that teachers step outside themselves and see their actions in light of their historical, social and cultural context. One activity teachers have found valuable for introspection is journal writing. In much the same way that students benefit for meta-cognitive entries in their daybook, teachers can reflect on their teaching practices in writing, analyze classroom behaviors and return to earlier reviews to gain insights into their



progress. Keeping a reflective teaching journal enables the self-examination and introspection that allows teachers to challenge their beliefs and causes and effects of those beliefs. Reflection is part of teaching; teachers assess activities as they occur, and then analyze their effectiveness later. David Nunan has written extensively about the investigations that teachers can make into their teaching practices and the opportunities for critical reflection to improve their teaching.

Reflection suggests going back to the lesson, how it was carried out, what student responses were elicited from students, what adjustments are needed to better the presentation of the lesson. This can be done anytime; immediately after the lesson has been presented, after a unit or after the term depending on the need. Larsen-Freeman as cited by Reid (1993) asserts that “teaching, like, learning, requires a willingness to examine and often risk one’s beliefs and patterns of actions and thoughts.

Reid (193) simply suggests that teachers must know how to be flexible, adaptive- someone who knows to choose the best method or style based on a given situation or a classroom setting.

From these concepts, this research was conceptualized. The paradigm articulates how this research was conducted.

Figure 1 illustrates how the study was conducted. It is consist of three parts: the input-throughput- output model (Figure 1). The Input(first box) consists of theories like : psychological theories related to personality types; theories on teaching , and learning and theories in second language acquisition, and the preferred behaviors along ten categories: classroom atmosphere, teaching techniques, planning, what the teachers value in students, teacher-student interactions, classroom management, student behaviors, teaching behaviors, evaluation and goals which became the basis of the throughput(second box) wherein it includes the analysis of the responses using MBTI and drawn from the throughput, the analyzed output (third box) which is the identification of the dominant teaching styles of the KASC English teachers and the SLCB English teachers.

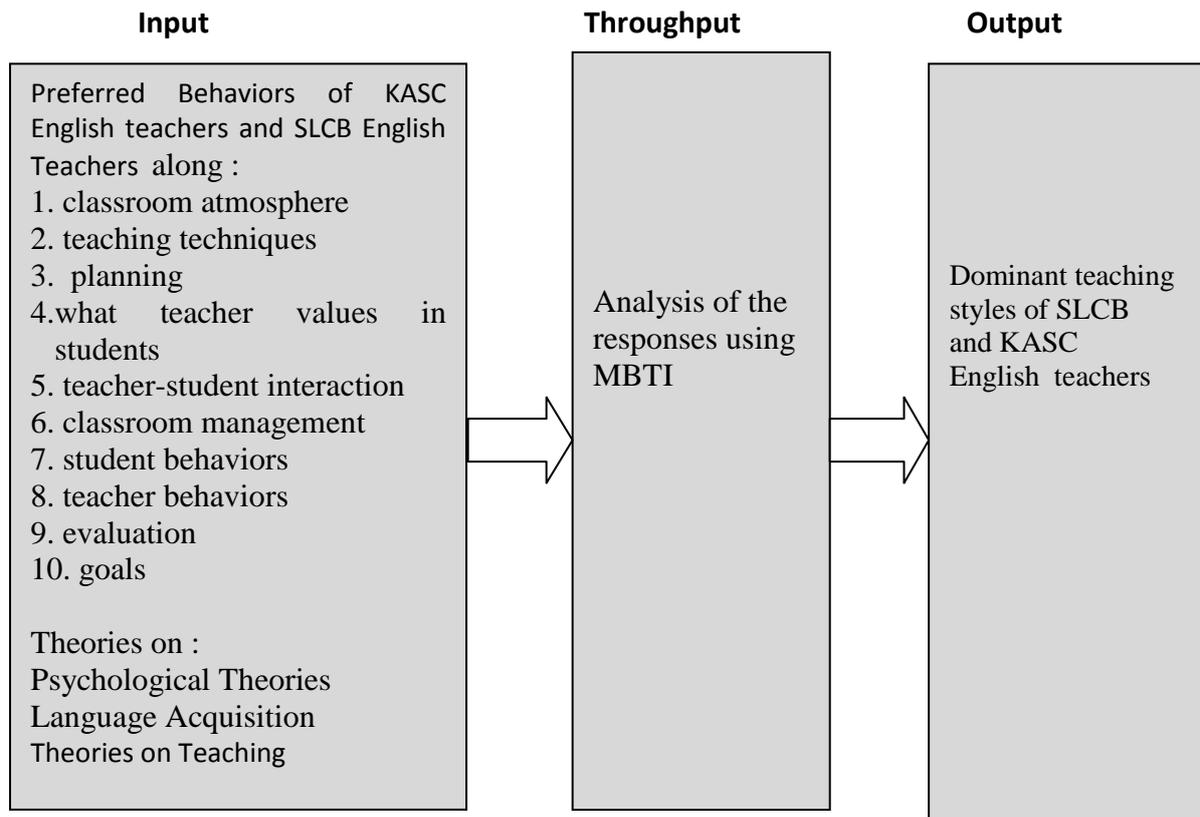


Figure 1. Paradigm of the Study

OBJECTIVES

This research paper was conducted primarily to analyze the teaching styles of English teachers of the Kalinga-Apayao State College and Saint Louis College of Bulanao English teachers. Specifically, it aims:

1. to determine the dominant teaching styles of Saint Louis College of Bulanao (SLCB) and the Kalinga-Apayao State College (KASC) English Language teachers along the following behavioral categories:
 - a. classroom atmosphere,
 - b. teaching techniques,
 - c. planning,
 - d. what one values in students,
 - e. teacher-student interactions,
 - f. classroom management,
 - g. student behaviors,
 - h. teaching behaviors,
 - i. evaluation, and



j. goals;

2. to compare the teaching styles of SLCB and KASC English language teachers.

SIGNIFICANCE OF THE STUDY

Teachers are the front liners in the academic field. The effectiveness of their lesson plans, techniques in the delivery of subject matters, strategies in maintaining a conducive classroom atmosphere and tools used to sustain interaction with students determines the success of the teaching-learning process. Thus, this study conducted in two major Colleges in the City of Tabuk is deemed beneficial to:

School administrators particularly human resource directors and heads of language departments who will be provided with a picture of the teaching profile of language teachers. The said profile may serve as a basis for faculty development focused on classroom management, teaching techniques and evaluation.

Fresh look into the teachers' preferences along ten behavioral categories may likewise encourage other English faculty from other universities to reflect on their own preferences and prompt them to match these preferences with their students.

Researchers, both in the undergraduate and graduate courses, dealing with teacher profile may use the findings of this study to validate the results of their scrutiny and advance the assumptions that indeed there is a need to for teachers to reflect on their teaching styles against the learning styles of their learners specially along teaching techniques, classroom management and student performance evaluation.

The researcher who conducted this study is not just provided with first hand information concerning other teachers' styles in teaching but also prompted to use the findings as a mirror through which her own styles in language teaching may be seen. Individual reflection became imperative, allowing the emergence of the real teachers that they are inside the language classroom. The said reflections on their profile effect positive changes along the given areas: classroom management, teacher-student interaction, teaching techniques and evaluation.

SCOPE AND DELIMITATION OF THE STUDY

The possibility of conducting a teaching style inventory on all major colleges in Kalinga is not far-fetched; however, time constraints prevented the researcher of this study from making a city-wide survey. The option of concentrating on two major colleges in Kalinga-Saint Louis



College of Bulanao (SLCB) and Kalinga-Apayao State College (KASC) is taken by the researcher.

Essentially, this study covers the teaching styles of thirteen (13) SLCB English teachers and nineteen (19) KASC English teachers along ten behavioral areas or categories: classroom atmosphere, teaching techniques, planning, preferred qualities of students, teacher-student interaction, classroom management, appropriate student behaviors, teaching behavior and evaluation.

METHODOLOGY

The study was conducted on July 2014 to June 2015 at Kalinga-Apayao State College and Saint Louis College of Bulanao, both located in Tabuk City, Kalinga Province. The respondents of the study were 19 English language teachers of the Kalinga-Apayao State College and 13 English language teachers of the Saint Louis College of Bulanao.

The researcher utilized the model—Teaching Style Inventory (TSI) developed by Harley Silver and J. Robert Hanson (revised, 1989). The instrument is a simple self-description test based on Carl Jung's Theory of Psychological types (1921). The instrument is designed to identify the teaching profile based on preferences for particular behaviors. The behaviors fall into the following ten categories; classroom atmosphere, teaching techniques, planning, preferred qualities of students, teacher-student interaction, classroom management, appropriate behavior, teacher behavior, evaluation and goals.

In each of the above-mentioned set of behaviors, the respondents ranked the four responses in order of:

First preference	5 points	Third preference	1 point
Second preference	4 points	Fourth preference	0 point

The data gathered from the retrieved questionnaires were identified, investigated, determined, tallied, analyzed, described, computed and interpreted, classified and entered in appropriate tables. The statistical tool used in the treatment of data is arithmetic mean. The mean was used to determine the average ratings of the subjects pertaining to the teaching preferences. The formula used was

$$x = \frac{\sum x_i}{n}$$

where : x = arithmetic mean x_i = rating of the 1st subject n = number of subjects



RESULTS AND DISCUSSION

This chapter presents the data gathered on the teaching styles of the English teachers of the Kalinga-Apayao State College (KASC) and the Saint Louis College of Bulanao (SLCB).

The Dominant Teaching Styles of SLCB English Teachers

The teaching Style Inventory (TSI) is a self-description test based on Carl Gustav Jung's Theory of Psychological Types (1921). It is used in this study to identify the teaching styles of the respondents from the Saint Louis College of Bulanao based on their preferences for particular behaviors. The behaviors fall into the following ten categories: classroom atmosphere, teaching techniques, planning, what one values in students, teacher-student interactions, classroom management, student behaviors, teaching behaviors, evaluation and goals.

Based on the respondents' conscious preferences and pertinent to the way they teach, the respondents ranked in order the behavior descriptions in each category by assigning 5 to the behavior which best characterizes their teaching style, a 3 to the behavior which next best characterized their teaching style, a 1 to the next most characteristic behavior and a) 0 to the behavior which least characterized them as teachers.

Table 1 shows the mean of the ranks of the teaching preferences of SLCB English teachers.

Table1. Mean of the Teaching Preferences of SLCB English Teachers

Behavior Categories	Sensing- Feeling (SF)	Sensing- Thinking (ST)	Intuitive- Thinking (IT)	Intuitive- Feeling (IF)
1. Classroom Atmosphere	3.75	1.38	2.00	1.85
2. Teaching Techniques	0.54	3.00	2.61	2.85
3. Planning (Lesson)	3.31	1.23	2.54	1.70
4. Preferred Qualities of Students	1.92	1.85	3.54	1.92
5. Teacher-Student Interaction	1.62	1.69	3.10	2.15
6. Classroom Management	1.62	2.85	1.70	2.85
7. Appropriate Behavior	4.00	2.38	1.31	1.46
8. Teaching Behavior	2.38	2.31	2.23	2.11
9. Evaluation (Student Works)	1.85	3.23	1.46	2.00
10. Educational Goals	2.62	0.84	2.38	3.45
Mean	2.36	2.0	2.27	2.21



As revealed in the table, Sensing-feeling (SF) is the most dominant teaching style being the highest in weighted mean of 2.36. Teachers of this type are described by Hanson (1980) as sympathetic and people-oriented. They place emphasis on the students' feelings of positive self-worth. They share personal dealings and experiences with students and attempt to become personally involved in students' learning. They believe that school should be fun and introduces much learning through games and activities that involve the students actively and physically. Their plans change frequently to meet the mood of the class.

In the first category which is on classroom atmosphere, the SLCB respondents preferred Sensing Feeling (SF) with a mean rank of 3.75. This means that most of them prefer a classroom atmosphere that emphasizes a warm, friendly supportive atmosphere. Such an atmosphere is believed to encourage collaborative work among students. Interaction which according to Ellis (1990) is central to second language acquisition is thus encouraged. Students freely interact, share their personal thoughts and experiences. This atmosphere according to Krashen is conducive to learning since the student's level of anxiety is low. Nunan (1989) stated as quoted by Reid (2003) that "teachers must work to create a positive, supportive environment."

In the second category, the behavior that best characterizes the teaching style of the SLCB respondents is Sensing-Thinking (ST) as revealed by the mean rank of 3.0. This indicates the respondents prefer activities that usually have right or wrong answers and require students to draw upon recall, memory, and comprehension. Instructional strategies that they employ include drill, lecture, programmed instruction, seatwork, homework, question and answer sessions, practice, worksheets, workbooks, hands on activities, demonstrations and field trips. Games, which according to Reid (2003) "function as a student-getter, as a pleasant way to spend the last ten minutes of an otherwise dense class likewise " are believed useful by the SLCB respondents. In every activity, the respondents give to their students, a great deal of intervention is found.

This tendency however is balanced by a greater deal of flexibility in terms of syllabus or lesson plan implementation. Their plans maybe well-developed but not strictly followed. The respondents find themselves most comfortable with plans that account for the students' personal, social, and survival skills rather than following a curriculum guide or textbook. This means that they are more of the SF type. This is evidenced by the mean rank



[along the third category] of 3.31. The SF teachers respond more to the “here –and-now” class needs in order to capitalize on spontaneous events for instruction. They tend then to take a periodic assessment on a daily basis which requires immediate adjustments in terms of the plans of lessons and activities.

In the fourth category, majority of the SLCB respondents showed greater preference on the Intuitive –Thinking Type (IT) with a mean rank of 3.54. They preferred students who are relatively mature and knowledgeable, excited by ideas, able to articulate their thoughts and can work well independently.

The fifth category which is on teacher-student interaction, the respondents most preferred IT with a mean rank of 3.15. This reveals that the respondents are at their best when they are with students who are interested in ideas and theories behind the facts, like to work independently, display patience and persistence in completing difficult tasks and strive for perfection.

These inclinations of the respondents are reinforced by their preference to a classroom management mode characterized by well-defined rules and procedures. This is an indication of a Sensing –Thinking Type (ST) with which the respondents had a mean rank of 2.85. The teachers of this type prefer to cover content in an orderly, prescribed manner, by sticking to a good lesson plan.

In the seventh category - appropriate behavior - most of the respondents prefer Sensing-Feeling (SF) with a mean rank of 4.0. They are teachers who prefer to arrange a person –to-person conference.

The eighth (8th) category which is teaching behavior, the respondents ‘ greater preference is on Sensing-Feeling (SF) with a mean rank of 2.38. As teachers, the respondents tend to be warm, friendly and empathetic. Their main focus is to stimulate students to work cooperatively, to feel good about themselves, to participate in open-ended discussions, and to share their personal thoughts and feelings.

In the evaluation category, most of the respondents from SLCB expressed their preference on the Sensing-Thinking type (ST). As shown in the table, the mean rank of the respondents in the said category is 3.23 in favor of ST. As teachers, the respondents consider the evaluation of student work (assignments, grades, etc.) significant. They tend to emphasize



each student's achievement in light of his efforts, individual abilities and personal problems or needs.

The last category - educational goals category - showed SLCB teachers preferring the opposite of their most preferred teaching style – that of the Intuitive –Thinking (IT) Type. With a mean rank of 3.45, it is evident that their educational goals centered round the development of a student's personal potential and competence, creative abilities, and the clarity of personal beliefs in relation to themselves and the human community.

Dominant Teaching Styles of KASC English Teachers

The teaching styles of KASC English teachers have been determined by the use of the same instrument-the Teaching Style Inventory (TSI) of Hanson.

Based on the KASC respondents' conscious preferences and pertinent to the way they teach, the respondents ranked in order the behavior descriptions in each category by assigning 5 to the behavior which best characterizes their teaching style, a 3 to the behavior which next best characterized their teaching style, a 1 to the next most characteristic behavior and a 0 to the behavior which least characterized them as teachers.

Table 2 shows the mean of the ranks of the teaching preferences of KASC English teachers. As revealed, most of the KASC English teachers prefer the Sensing /Feeling (SF) type with a mean rank of 2. 67- a slight difference from the second most preferred style d by the English teachers from the Kalinga- Apayao State College with a mean rank of 2.65.

Table 2. Mean Rank of the Teaching Preferences of KASC English Teachers

Behavioral Categories	Sensing/ Feeling	Sensing/ Thinking	Intuitive / Thinking	Intuitive/ Feeling
1. Classroom Atmosphere	3.73	1.21	2.89	1.52
2. Teaching Techniques	2.78	0.78	2.31	2.63
3. Planning (Lesson)	2.94	0.94	1.68	3.52
4. Preferred Qualities of Students	2.57	2.00	1.73	2.82
5. Teacher-Student Interaction	3.26	2.26	1.00	3.00
6. Classroom Management	3.07	0.42	3.68	3.00
7. Appropriate Behavior	2.47	1.26	2.00	3.36
8. Teacher Behavior	3.47	2.44	1.89	2.52
9. Evaluation (Student Work)	2.10	1.47	4.15	1.21
10. Educational Goals	2.68	0.84	1.89	3.47
Mean	2.97	1.36	2.46	2.75



Along the first category, the KASC respondents showed preference on Sensing / Feeling with a mean rank of 3.73 – much higher than the least preferred behavior which is of Sensing / Thinking Type with a mean rank of 1.21. This means that the teacher respondents prefer to develop in the classroom a warm, friendly and supportive atmosphere which encourage among students collaboration and interaction. Interaction is hypothesized by Ellis (2003) “to contribute to learning in two ways: (1) via the learners’ reception and comprehension of the L2 and (2) via the learners’ attempts to produce samples of the L2. “

Likewise, in the second category, most KASC respondents expressed their preference on the SF type with a mean rank of 2.78. This reveals the respondents’ style of providing varied activities geared towards the emotional and personal involvement of learners to their learning. Collaboration and cooperative learning play very important roles in the respondents’ classes. Small group discussion, simulations, peer tutoring, small and large group projects, team games, team-building and consensus decision-making are employed and activities carried out. These collaborative classroom strategies “when carefully planned by the classroom teachers to include a requirement for a two-way multi-way exchange of information, are effective in ESL teaching” (Pica, 1987).

On the third category, the Intuitive / Thinking type emerges as most preferred by the respondents with a mean rank of 3.52. This reveals the respondents’ habit of following a broad outline in which the main concepts or themes are identified and looked at from several directions and disciplines; focus on conceptual objectives rather than measured results. They tend to organize units around key-open-ended questions or themes, during instruction.

Intuitive / Feeling characterizes most of the KASC respondents whose scores result to a mean rank of 2.82 in the fourth category. They prefer students who can easily grasp and comprehend lessons. They like students who are relatively mature, students who have a great deal of knowledge and students who are articulate.

The sixth (6th) category centered on classroom management and the 9th category focused on evaluation show the respondents as Intuitive / Thinking. As evidenced by the mean rank of 3.68 the respondents reveal their style of constructing learning situations where students are challenged to think for themselves to discover and apply new knowledge and concepts and to work through and find solutions to problems.



On the other hand, the seventh (7th) and tenth (10th) categories reveal most of the respondents as Intuitive/Feeling with mean ranks of 3.36 for the former and 3.47 for the latter. In working with students, they prefer to assist students in thinking / feeling through the consequences and the significance of their behavior in order to enable them to acquire an internal sense of discipline and morality. Likewise, the respondents, in close adherence to the social constructionist approach, put premium on the development of a student's personal potential and competence, creative abilities, and the clarity of personal beliefs in relation to themselves and the human community.

Finally, the fifth (5th) category with a mean rank of 3.26 and the eight (8th) category with a mean rank of 3.47, Sensing/Feeling are both preferred by most teachers

Differences in the Teaching Styles of SLCB English and the KASC English Language Teachers

Language teaching according to Longman (1985) is "discussed in terms of three related aspects: approach, method and technique." Different theories about the nature of language and how languages are learned imply different ways of teaching language and different methods make use of different kinds of classroom activity.

ESL teachers generally agree on some principles of teaching such as, "the need for an analysis of the students prior to teaching, the need to choose a teaching style that matches the learning styles of students and the necessity of conducting or administering evaluation to determine the outcome of the teaching-learning processes." (Breen, 1985)

Despite the general agreement among language teachers, differences still emerge in a lot of areas such as the specific teaching techniques, preparation and implementation of instructional or lesson plans, views and treatment of interaction between the teacher and the student and among students themselves, classroom management, behaviors of teachers, behaviors of students, models of evaluation and goals.

Some teachers still stick and apply traditional practices and beliefs; others adhere to and employ contemporary approaches and styles. Traditionally, a teacher exhibits a close adherence to the belief that the teacher owns the knowledge, measure students' progress and directs the learning. Recent researchers and teachers take a turn to the new set of teaching styles which focus on critical thinking, independent learning, free articulation of personal opinions and ideas.



Table 3. Comparison of Preferred Teaching Styles of SLCB and KASC

Behavioral Categories	SLCB English teachers	KASC English teachers
1. Classroom atmosphere	SF	SF
2. Teaching Techniques	ST	IT
3. Planning	SF	IF
4. Preferred Qualities of Students	IT	IF
5. Teacher-Student Interaction	IT	SF
6. Classroom Management	ST	IT
7. Appropriate Behaviors	SF	IF
8. Teacher behaviors	SF	SF
9. Evaluation	ST	IT
10. Goals	IF	IF

The table shows the most preferred behaviors of the SLCB and KASC English language teachers along ten categories that reveal their teaching styles. In some areas or categories, they are similar and in other areas, they are different.

In the first category [classroom atmosphere], eight category [teaching behaviors] and tenth category [goals], SLCB and KASC English teachers are both of the Sensing / Feeling type.

They are described as empathetic and people-oriented. They take as their primary goal the students' development of a positive self-concept that is needed for students to be prompted or motivated to acquire survival skills more than the mastery of subject matters. Furthermore, both SLCB and KASC English teachers prefer to be warm, friendly and empathetic such qualities are believed to stimulate students to work.

The classroom atmosphere that is preferred by both is one which is described by Longman (1985) "as physically, emotionally, and intellectually suited to learning - an environment that makes learners emotionally safe."

This means that teachers both from SLCB and KASC have a great concern not just on what is taught to students or learners but on the conditions that play a vital role in the teaching of lessons. When the said environment created is healthy, students or learners are "stimulated to work cooperatively, to participate in open-ended discussions and share their personal thoughts and feelings" (Reid 2003).

The primordial importance given to learners by the English teachers both from SLCB and KASC point at the fact that a vast majority of teachers are "global" that is, they focus more on the development of the emotional quotient of learners rather than on the Intelligence



quotient with the belief that the development of the IQ becomes easier when EQ is developed.

Despite the afore-mentioned similarities between SLCB and KASC English teachers, there are a number of differences. In the second, third, fourth, fifth, sixth and 9th categories, the two sets of respondents are found different although the differences are not significant.

In the second category, teachers of SLCB prefer the Sensing / Thinking Type while KASC teachers prefer the Intuitive / Thinking Type. The former focuses on activities geared towards the comprehension of lessons via programmed instruction, drills, seat works and lecture while the latter give activities that require and develop critical thinking, analysis and synthesis. These activities are suited to kinesthetic learners.

In planning for lessons to be carried out in class which is the focus of the third category, SLCB teachers prefer Sensing / thinking, thus, they are primarily outcomes –oriented. They program works which are not only meaningful and purposeful but also skills and information –based. The KASC teachers on the other hand are of the Intuitive / Thinking type. In contrast to the outcome-oriented SLCB teachers, they are intellectually –oriented in planning lessons, they place primary importance in the students' intellectual development. They provide the time and the intellectual challenges to encourage students to develop skills in critical thinking, problem solving, logic, research techniques and independent study.

In relation to students [fourth category], SLCB teachers are of the Intuitive/Thinking Type which means that they expect from their students a high level of maturity and a great deal of knowledge . Furthermore, they like students who can learn independently and who can articulate or express thoughts freely and spontaneously.

In classroom management (6th category) and evaluation (9th category), SLCB teachers are of the Sensing / Thinking Type while KASC teachers are of the Intuitive / Thinking Type. SLCB teachers manage class by establishing well-defined rules and procedures; KASC teachers prefer to manage class by constructing learning situations where students are challenged to think for themselves, to discover and apply new knowledge and concepts, and to work through and find solutions to problems.

Finally, in the evaluation of student work such as assignments, grades, etc., SLCB teachers are inclined to emphasize what is observable, measurable and quantifiable. They focus on what the students know and can demonstrate while KASC teachers focus more on the



students' abilities to reason, to conceptualize, to understand, and apply what has been learned to new situations. One focuses on the product; the other focuses on the process.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. Sensing-feeling is the most dominant teaching style of SLCB English teachers and KASC English teachers. This means that they are empathetic and people-oriented teachers. They emphasize on the students' feelings of positive self-worth.
2. SLCB and KASC English teachers have the same teaching styles along the first (classroom atmosphere), eighth (teaching behavior), and tenth (educational goals) categories. However, they differ along the other categories (Teaching techniques, planning, preferred qualities of students, teacher-student interaction, classroom management, appropriate behaviors, and evaluation).

RECOMMENDATIONS

Based on the findings and conclusions, the researcher arrived at the following recommendations:

1. A research on the learning styles of the Saint Louis College of Bulanao and the Kalinga-Apayao State College will be conducted. Results will be compared with the results of the recently concluded study on the teaching styles of SLCB and KASC English teachers to determine whether the two styles match or mismatch.
2. Research on the effects of the Sensing/Thinking teaching style to the teaching of ESL to sensing /thinking learners is to be conducted in the same schools.
3. School administrators should make annual Teaching Style Inventory as part of the Faculty Development Program. Measures to improve teaching styles that match learners' styles be endeavored.

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