



LANGUAGE LEARNING STRATEGIES AND LEARNING STYLES OF INDIGENOUS SENIOR HIGH SCHOOL STUDENTS IN ORIENTAL MINDORO DIVISION

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ABSTRACT

This study examined the language learning strategies, learning styles, and academic performance of Mangyan senior high school students in selected secondary schools in the Division of Oriental Mindoro. Specifically, it determined the extent of students' use of language learning strategies, identified their preferred learning styles, assessed their academic performance in English for Academic and Professional Purposes (EAPP) and Oral Communication, examined the relationships among these variables, explored the difficulties encountered in learning English, and proposed an inventory of language learning strategies. This study was conducted last August 2023. The study employed a descriptive research design involving 180 Grade 12 Mangyan students. Quantitative data were gathered using adapted questionnaires on language learning strategies and the VARK learning style inventory, while qualitative data were obtained through semi-structured interviews. Documentary analysis of students' English grades was also conducted. Descriptive statistics and Pearson correlation were used to analyze the quantitative data. Findings revealed that students moderately utilized learning, communication, and social strategies. Auditory learning emerged as the most preferred learning style, followed by reading and writing, kinesthetic, and visual. Most respondents demonstrated satisfactory academic performance in both EAPP and Oral Communication. Language learning strategies showed significant positive relationships with students' performance in both English subjects. Reading and writing and kinesthetic learning styles significantly influenced EAPP performance, whereas all learning styles were significantly related to Oral Communication performance. Interviews revealed that students experienced challenges related to limited English vocabulary, low confidence, inadequate instructional materials, and negative attitudes toward English learning. Based on these findings, an inventory of language learning strategies was developed to support

culturally responsive instruction and improve the English proficiency and academic performance of Mangyan learners in senior high school.

Keywords: *Language Learning Strategies, Learning Styles, Mangyan Students, Academic Performance, Culturally Responsive Education*

INTRODUCTION

Awareness of language learning strategies equips learners to perform language tasks more efficiently. The more conscious learners are of the strategies they use, the more skilled and effective they become. Similarly, learning styles enable individuals to interact more productively within the classroom environment. As noted by Nja (2019), learning styles significantly influence students' academic performance. Oxford (2001) and Manuel (2020) further emphasized that language learning styles and strategies are key factors in determining how and how well students learn a second language. Learning style refers to a learner's general approach to acquiring knowledge, whereas learning strategies involve specific actions, behaviors, or techniques used to facilitate learning. When learners consciously select strategies that align with their learning styles, these strategies become powerful tools for active and self-regulated learning.

Language learning strategies encompass specific actions, behaviors, and mental processes that facilitate effective language acquisition. Research has consistently shown that the use of appropriate strategies is closely associated with successful second language learning. Moreover, more proficient learners tend to demonstrate greater awareness of and reflection on their learning strategies compared to less successful learners. These findings underscore the importance for both teachers and learners to understand and utilize language learning strategies to maximize opportunities in the second language classroom.

Learning styles, on the other hand, refer to the various ways individuals acquire, process, and retain knowledge. They are grounded in the principle that no two learners are alike, emphasizing the importance of individual differences in the learning process. Each learner possesses a unique way of understanding and internalizing information, which significantly influences their academic success.

Despite these insights, disparities in education remain evident, particularly among Indigenous Peoples (IPs). Globally, IPs constitute a significant proportion of the most disadvantaged populations, often experiencing inequities in education, health, and human rights, alongside persistent discrimination and exclusion (UN Permanent Forum on Indigenous Issues, 2010). The United Nations Educational, Scientific and Cultural Organization (UNESCO) highlights the importance of culturally relevant education for indigenous learners, as supported by the United Nations Convention on the Rights of the Child. Education for indigenous children should empower them with knowledge and skills while respecting their cultural identity and rights.

However, many indigenous learners are taught in languages that differ from those spoken at home, creating barriers to comprehension and participation (UNESCO, 2015). Language plays a crucial role not only as a medium of instruction but also as a carrier of culture and identity. Socioeconomic challenges, language differences, and cultural factors often intersect, placing indigenous learners at a higher risk of being left behind in formal education systems.

In the Asia-Pacific region, including the Philippines, curricula are often not fully responsive to the needs of indigenous learners, particularly those from marginalized communities. As a result, many indigenous students struggle to develop foundational literacy and numeracy skills. Recognizing this, the Philippines has established legal and institutional frameworks, such as the Indigenous Peoples' Rights Act and the Indigenous Peoples Education (IPEd) Program, to promote inclusive and culturally responsive education.

The Department of Education (DepEd), through the IPEd Program, aims to provide education that is rooted in the cultural context of indigenous learners. This initiative reflects a rights-based approach and seeks to ensure that indigenous students receive equitable and meaningful learning opportunities. In Mindoro, home to several indigenous groups collectively known as the Mangyan, linguistic and cultural diversity further underscores the need for context-sensitive educational approaches.

As an English teacher in a senior high school in Bansud District, Oriental Mindoro, the researcher has observed that second language instruction at this level emphasizes not only language outcomes but also the processes involved in language learning. Consequently, language learning strategies and styles have become essential components in fostering learner autonomy and improving proficiency.

Student performance remains a critical concern among educators, policymakers, and stakeholders. However, indigenous students often exhibit lower academic performance, partly due to difficulties in adapting to mainstream educational systems that may not adequately reflect their cultural and linguistic backgrounds (NCIP, 2012). Furthermore, there is limited research focusing on the academic performance of indigenous learners in the Philippines, particularly at the local level.

In response to these gaps, this study seeks to explore the language learning strategies and styles of indigenous students, particularly Mangyan learners, and examine how these factors relate to their academic performance in English as a second language. By identifying effective strategies and understanding learners' preferences, the study aims to inform the development of localized and culturally responsive instructional interventions. Such interventions are essential to ensure that teaching practices and learning materials are aligned with the unique needs and contexts of indigenous learners, ultimately supporting their academic success.

Research Questions

This study aimed to propose an inventory of strategies on the language learning strategies and learning styles of Mangyan senior high school students in selected secondary schools in Oriental Mindoro Division.

Specifically, this study sought answers to the following questions:

1. What is the extent of use of the following language learning strategies of indigenous students in terms of;
 - 1.1 learning;
 - 1.2 communication;
 - 1.3 social?
2. What is the learning style of indigenous students as to;
 - 2.1 visual;
 - 2.2 auditory;
 - 2.3. reading and writing;
 - 2.4 kinesthetic?
3. What are the levels of academic performance of the students in English for Academic and Professional Purposes and Oral Communication?
4. How do language learning strategies relate to academic performance? Are there significant relationship?
5. How do learning styles relate to academic performance? Are there significant relationship?
6. What are the difficulties encountered by indigenous learners in language learning?
7. Based on the analysis, what inventory of learning strategies may be proposed?

METHODOLOGY

The study involved a total of 180 Grade 12 students from selected secondary schools in the Division of Oriental Mindoro comprising the respondents from Villapagasa-Apnagan Extension, Morente National High School, San Vicente National High School, Fe Del Mundo National High School, and Cabugao National High School.

The variables included in the study were the language learning strategies for learning, communication, and social. In contrast, students' learning styles include visual, auditory, reading and writing, and kinesthetic. It also included the level of academic performance of the Mangyan students in English for Academic and Professional Purposes and Speech and Oral Communication subjects and the difficulties they encountered in learning English.

This study used quantitative and qualitative methods to solicit the responses from the respondents. Data collection involved questionnaire administration and interviews. The descriptions of the entire collection of the indigenous learner's learning styles and

strategies related to their performance in English served as a baseline for crafting instruments. These comprised adapted questionnaires on learning styles and learning strategies and the difficulties they encountered. Experts in the curricula of Language in the Division of Oriental Mindoro, Department of Education validated instruments. Since the questionnaire used in assessing the learning strategies of the IP students was the modified version of Rubin's, it was subjected to a reliability test.

In the administration of the interview, it was made sure that answers were recorded to identify the difficulties experienced by indigenous learners in English.

Quantitative data were obtained through the two questionnaires – Language Learning Strategies by Rubin and VARK Learning Style by Fleming. The questionnaire was a 21-item modified researcher-made pattern by Rubin (1975). It aimed at identifying the language learning strategies of the IP students. The questionnaire had three leading indicators, which were the learning strategies, communication strategies, and social strategies. On the other hand, the second part was adapted from Fleming, which contained 16 items and emphasized learners' learning styles, specifically visual, auditory, reading and writing, and kinesthetic.

Then, the researcher used documentary analysis by analyzing the average of the students on the subjects English for Academic and Professional Purposes and Oral Communication to get the students' academic performance.

Qualitative information was obtained from a semi-structured interview where predetermined questions were provided. The participants for the interview were determined using purposive sampling. For theoretical saturation, ten (10) students were interviewed, which is composed of five (5) students coming from the Morente National High School, and another five (5) students coming from San Vicente National High School were selected as participants. These students are pure-blooded Mangyans and voluntarily participated in the study.

RESULTS

1. Extent of use of Language Learning Strategies

1.1 *Learning*

Table 1

Extent of Use of Language Learning Strategies in terms of Learning

Statement	WM	SD	VI
1. I spend time to read English books, watch English movies or listen to English songs.	3.11	0.80	Moderate Extent

2. I repeats sentences until I pronounced it correctly and easily.	3.09	0.84	Moderate Extent
3. I guess the meaning of words or statements through pictures or context clues.	2.99	0.78	Moderate Extent
4. I ask for an example on how to use a word or expression.	2.98	0.77	Moderate Extent
5. I try to correct my pronunciation, spelling, and grammar on my own.	2.85	0.66	Moderate Extent
6. When I become confused about something I'm reading, I go back and try to figure it out.	2.64	0.57	Moderate Extent
7. I listen carefully and tries to correct other's pronunciation.	2.39	0.65	Slight Extent
Composite Mean	2.87	0.10	ME

1.2 Communication

Table 2

Extent of Use of Language Learning Strategies in terms of Communication

Statement	WM	SD	VI
1. I ask my classmates or my teacher when I don't know the spelling or structure of words.	3.38	0.62	Moderate Extent
2. I literally translate the English words or sentences in Filipino word by word.	3.23	0.56	Moderate Extent
3. I use code-switching when communicating.	3.18	0.56	Moderate Extent
4. I use help-seeking strategies such as asking for repetition, clarification or confirmation.	3.14	0.64	Moderate Extent
5. I use pause fillers like 'uhmmm' when speaking.	3.11	0.67	Moderate Extent
6. I use non-verbal strategies such as giving hints by using gestures and facial expression.	3.09	0.56	Moderate Extent

7. I leave most of my messages unfinished because it is difficult for me to add more.	3.06	0.57	Moderate Extent
Composite Mean	3.17	0.34	Moderate Extent

1.3 Social

Table 3
Extent of Use of Language Learning Strategies in terms of Social

Statement	WM	SD	VI
1. I ask for help from my English teacher or friends in my English lessons.	3.10	0.76	Moderate Extent
2. If I don't understand something in English, I ask the other persons to slow down or say it again.	3.01	0.80	Moderate Extent
3. I practice English with other students.	3.00	0.77	Moderate Extent
4. I cooperate with proficient or those who are good in English.	2.99	0.70	Moderate Extent
5. I ask my English teacher or fluent speakers of English to correct me when I talk.	2.78	0.84	Moderate Extent
6. I learn English by using it out of class.	2.77	0.86	Moderate Extent
7. I ask questions in English.	2.49	0.71	Slight Extent
Composite Mean	2.88	0.45	Moderate Extent

2. Learning Style of Mangyan Students

Table 4
Learning Style of Mangyan Students

Learning Style	f	%	Rank
Visual	589	20.37	4
Auditory	875	30.26	1
Reading and Writing	752	26.00	2
Kinesthetic	676	23.37	3
Total	2892	100	

3. Level of Performance of Mangyan students in EAPP and Oral Communication

Table 5
Level of Performance in EAPP

Range of Scores	f	%	Rank	Verbal Interpretation
90-100	11	6	4	Outstanding
85-89	39	22	3	Very Satisfactory
80-84	90	50	1	Satisfactory
75-79	40	22	2	Fairly Satisfactory
Below 75	0	0	5	Did not meet expectations
Total	180	100		

Table 6
Level of Performance in Oral Communication

Range of Scores	f	%	Rank	Verbal Interpretation
90-100	14	8	4	Outstanding
85-89	43	24	3	Very Satisfactory

80-84	77	42	1	Satisfactory
75-79	46	26	2	Fairly Satisfactory
Below 75	0	0	5	Did not meet expectations
Total	180	100		

4. Correlation between language learning strategies and EAPP and Oral Communication performances

Table 7

Correlation between language learning strategies and EAPP performance

Language Learning Strategies	Pearson-R	Critical Value	Decision
Learning	0.5341	0.159	Significant
Communication	0.7744	0.159	Significant
Social	0.1969	0.159	Significant

Table 8

Correlation between language learning strategies and performance in Oral Communication

Language Learning Strategies	Pearson-R	Critical Value	Result
Learning	0.584	0.159	Significant
Communication	0.4526	0.159	Significant
Social	0.5951	0.159	Significant

5. Correlation between learning styles and performance in EAPP and Oral Communication

Table 9
Correlation between learning styles and performance in EAPP

Learning Styles	Pearson-R	Critical Value	Result
Visual	0.0586	0.159	Not Significant
Auditory	0.1173	0.159	Not Significant
Reading & Writing	0.593	0.159	Significant
Kinesthetic	0.2711	0.159	Significant

Table 10
Correlation between learning styles and performance in Oral Communication

Learning Styles	Pearson-R	Critical Value	Result
Visual	0.171	0.159	Significant
Auditory	0.3335	0.159	Significant
Reading & Writing	0.5467	0.159	Significant
Kinesthetic	0.3933	0.159	Significant

DISCUSSION

Table 1 revealed that Mangyan senior high school students moderately utilized learning strategies in learning English, as indicated by the composite mean of 2.87. Among the strategies, spending time reading English books, watching English movies, or listening to English songs was the most frequently used, followed by repeating sentences to improve pronunciation and using context clues to infer the meanings of unfamiliar words. Self-correction of pronunciation, grammar, and spelling, as well as reviewing confusing concepts, were also practiced to a moderate extent. In contrast, peer correction through listening to and correcting others' pronunciation was the least practiced strategy, suggesting learners' low confidence and limited engagement in collaborative language learning.

The results imply that Mangyan learners have limited opportunities to practice English outside the classroom due to inadequate learning resources, poor internet connectivity, and insufficient exposure to authentic English materials. These findings support Basaran and Gard (2020), who emphasized that access to books and multimedia resources is essential for successful language acquisition. Furthermore, the findings are consistent with Benzehaf (2021), who found that learners commonly use contextual clues

as a compensatory strategy to understand unfamiliar vocabulary. The limited use of peer correction also supports Krashen's (1988) Affective Filter Hypothesis, which explains that low confidence and anxiety can hinder language acquisition. Overall, the findings underscore the need to provide Mangyan learners with greater access to English learning resources and confidence-building, culturally responsive instructional practices.

Table 2 cited that Mangyan senior high school students moderately utilized communication language learning strategies, as indicated by the composite mean of 3.17. The most frequently used strategies were asking teachers or classmates for help with unfamiliar words and sentence structures, translating English words into Filipino, and using code-switching during communication. Students also moderately relied on fillers such as "um" and nonverbal cues, including gestures and facial expressions, to sustain conversations. Meanwhile, leaving messages unfinished due to difficulty expressing ideas was the least practiced strategy, although it still fell within the moderate level. These findings indicate that Mangyan learners depend on teachers, peers, and their first language to facilitate communication in English while experiencing challenges related to limited vocabulary and language proficiency.

The results support Vygotsky's (1978) Sociocultural Theory, which emphasizes that learning develops through social interaction, with teachers, peers, and learning resources serving as important sources of scaffolding. The moderate use of code-switching is consistent with Kim (2006), who explained that bilingual learners naturally alternate between languages to communicate effectively in multilingual settings. Likewise, the use of gestures, facial expressions, and fillers aligns with Llego (2022), who emphasized that nonverbal communication strategies help learners convey meaning when verbal proficiency is limited. Furthermore, the communication difficulties experienced by Mangyan learners are consistent with reports from Indigenous People in the Philippines (2023) and the Philippine Education Hub (2023), which highlighted that Indigenous learners often encounter linguistic barriers due to limited exposure to English and insufficient instructional support. These findings underscore the importance of providing culturally responsive instruction and increased opportunities for meaningful English communication.

Table 3 presented that Mangyan senior high school students moderately utilized social language learning strategies, as reflected by the overall mean of 2.88. The highest-rated strategy was asking for help from English teachers or friends during English lessons, indicating that students relied on teachers and peers for guidance and support in learning the language. In contrast, asking questions in English received the lowest mean, suggesting that learners were hesitant to communicate in English due to shyness, fear of making mistakes, and limited confidence. These findings imply that while Mangyan learners value collaborative learning and teacher support, they still require interventions that build their confidence and encourage active participation in English communication.

The results are consistent with Vygotsky's (1978) Sociocultural Theory, which emphasizes that learning is enhanced through social interaction and scaffolding provided by more knowledgeable individuals. Likewise, Parker (2020) highlighted the importance

of teacher support in facilitating students' learning, while Likitrattanaporn (2018) found that cooperative learning enables students to acquire more effective language learning strategies through peer interaction. The reluctance of students to ask questions in English also supports the findings of Korff (2021), who reported that Indigenous learners often remain silent because they fear embarrassment or making mistakes during classroom discussions.

Table 4 found that auditory learning was the most preferred learning style among Mangyan senior high school students, with 875 respondents (30.26%), while visual learning was the least preferred, with 589 respondents (20.37%). Overall, the results indicate that Mangyan learners generally prefer learning through listening, followed by reading and writing, whereas visual learning is less favored. This suggests that instructional approaches emphasizing oral discussions, lectures, storytelling, and interactive speaking activities are more responsive to their learning preferences. The limited preference for visual learning may be attributed to inadequate access to visual instructional materials and the predominance of lecture-based teaching. These findings imply that English teachers should adopt varied and culturally responsive instructional strategies, with greater emphasis on auditory activities while integrating reading, writing, kinesthetic, and visual tasks to address diverse learning needs.

The findings support the studies of Widharyanto and Binawan (2020) and Manuel (2020), which identified auditory learning as the dominant learning style among students and emphasized that auditory learners perform well through oral instruction and classroom discussions. Likewise, Llego (2022) reported that reading and writing learners benefit from written tasks and note-taking activities, reinforcing the importance of literacy-based instruction. Furthermore, the finding that visual learning was the least preferred is consistent with Vu and Tran (2020), who also found that students showed lower preference for visual learning compared with other learning styles.

Table 5 revealed that the highest proportion of Mangyan senior high school students attained a satisfactory level of performance in English for Academic and Professional Purposes (EAPP), while the lowest proportion achieved an outstanding rating, and none of the students obtained a grade below 75. Overall, the results indicate that the respondents demonstrated average proficiency in EAPP, suggesting the need for increased reading and writing activities, improved instructional materials, and enhanced learner motivation to further strengthen their English skills. The absence of failing grades also reflects the effectiveness of school intervention programs in helping students achieve the minimum learning standards. These findings are consistent with Adonis (2020) and Tolentino and Santos (2020), who reported that many Filipino students have limited proficiency in reading and writing. Likewise, Wilches et al. (2018) found that Indigenous learners commonly experience challenges in literacy skills, particularly in reading and writing, which influence their academic performance.

Table 6 revealed that the highest proportion of Mangyan senior high school students (42%) attained a satisfactory level of performance in Oral Communication, while the lowest proportion (8%) achieved an outstanding rating, and none of the students

received a grade below 75. Overall, the results indicate that the respondents demonstrated an average level of proficiency in Oral Communication, suggesting that while they have partially mastered the required competencies, they still need greater academic support, increased opportunities for oral practice, and access to appropriate learning resources to improve their communication skills. The absence of failing grades also reflects the effectiveness of school intervention and remediation programs in helping students meet the required learning standards. These findings are consistent with Tomas (2022), who reported that students' performance in Oral Communication was approaching proficiency and was influenced by factors such as low self-motivation, limited self-confidence, and inadequate instructional preparation. However, the findings contrast with those of Tolentino and Santos (2020) and Palma et al. (2020), who found that students generally exhibited confidence in their speaking skills.

The results of table 7 revealed that there is a significant relationship between the extent of use of language learning strategies and students' performance in EAPP. Among the three dimensions, communication strategies obtained the highest correlation with EAPP performance ($r = .7744$), indicating a strong positive relationship. In contrast, social strategies recorded the lowest correlation ($r = .1969$), although the relationship remained statistically significant. Overall, the findings indicate that language learning strategies are significantly associated with students' academic performance in EAPP, suggesting that increased use of appropriate language learning strategies contributes to better learning outcomes.

The findings imply that students who effectively utilize language learning strategies, particularly communication strategies, are more likely to achieve higher academic performance in EAPP. These strategies enable learners to express ideas confidently, overcome language difficulties, and actively participate in learning tasks, thereby enhancing their language competence and academic achievement.

The results support the study of Habók and Magyar (2018), who found that language learning strategies are significantly associated with language proficiency, foreign language attitudes, and overall academic achievement among secondary school learners. Likewise, the findings are consistent with Oxford (2017), who emphasized that the effective use of language learning strategies promotes learner autonomy, improves language proficiency, and positively influences academic performance by helping students regulate and enhance their learning processes.

Table 8 revealed a significant relationship between the extent of use of language learning strategies and students' performance in Oral Communication. Among the three dimensions, social strategies obtained the highest correlation with Oral Communication performance ($r = .5951$), indicating that learners who actively engage in social interactions and collaborative learning tend to perform better in the subject. Meanwhile, communication strategies registered the lowest correlation ($r = .4526$), although the relationship remained statistically significant. Overall, the findings demonstrate that the use of language learning strategies is significantly associated with students' performance in Oral Communication.

The findings imply that the effective use of language learning strategies, particularly social strategies, enhances students' oral communication skills by promoting interaction, collaboration, and meaningful language practice. As students employ appropriate learning strategies, they become more confident and proficient in expressing their ideas, leading to improved academic performance in Oral Communication.

The findings support the study of Pawlak and Kiermasz (2018), which reported that learners' use of language learning strategies contributes to improved language proficiency and performance, with strategy use varying according to learners' motivation and proficiency levels. This suggests that consistent and strategic use of language learning strategies plays a vital role in developing students' communication competence and academic achievement.

Table 9 demonstrated that the relationship between learning styles and students' performance in EAPP varied across the four learning style dimensions. Among these, reading and writing obtained the highest correlation with EAPP performance ($r = .593$), indicating a significant positive relationship. In contrast, the visual learning style registered the lowest correlation ($r = .0586$), showing no significant relationship with students' academic performance. Overall, the findings suggest that only selected learning styles, particularly reading and writing, are significantly associated with EAPP performance, while others have little or no influence.

The findings imply that students' academic performance in EAPP is enhanced when instruction aligns with learning styles that emphasize reading and writing activities, which are closely related to the nature of the subject. This highlights the importance of employing varied instructional strategies while giving greater emphasis to approaches that strengthen students' reading and writing skills to improve learning outcomes.

The findings are consistent with the study of Cletus et al. (2019), which reported that learning styles significantly influence students' academic performance when instructional approaches are aligned with learners' preferences. Likewise, the results support the findings of Magulod Jr. (2019), who found that matching teaching strategies with students' preferred learning styles contributes to improved academic achievement and more effective learning experiences.

The results in table 10 indicated a significant relationship between the manifestation of learning styles and students' performance in Oral Communication. Among the four learning style dimensions, reading and writing obtained the highest correlation with Oral Communication performance ($r = .5467$), indicating the strongest positive relationship. In contrast, the visual learning style recorded the lowest correlation ($r = .171$), although it remained statistically significant. Overall, the findings demonstrate that learning styles are significantly associated with students' academic performance in Oral Communication.

The findings imply that students achieve better performance in Oral Communication when instruction accommodates their preferred learning styles,

particularly reading and writing, which support speech preparation, comprehension, and the organization of ideas. This suggests that integrating varied teaching strategies that address different learning preferences can enhance students' communication competence and academic achievement.

The findings support the study of Pranata et al. (2023), which reported a positive association between learning styles and students' academic performance, emphasizing that learners perform better when instructional approaches are aligned with their preferred learning styles. Similarly, the results are consistent with Cletus et al. (2019), who found significant relationships between visual, auditory, reading and writing, and kinesthetic learning styles and students' overall academic achievement, highlighting the importance of addressing diverse learning preferences in classroom instruction.

The interview findings indicated that Indigenous Peoples (IP) senior high school students experience several challenges in learning English. The responses were grouped into three major difficulties: limited English proficiency, lack of confidence in using the language, and limited vocabulary.

The participants acknowledged that English is one of their weakest subjects, particularly in speaking and writing. They expressed difficulty communicating in English and attributed this to limited exposure and the absence of people at home who could assist them in learning the language. As one participant shared, "*Nahihirapan po ako. Mahina ako sa English.*" (P1), while another explained, "*Wala po akong kasama na Tagalog na pwede tanungin.*" (P2).

Another challenge identified was lack of confidence in using English. Many participants reported feeling afraid and embarrassed to speak because they worried about making grammatical mistakes or using incorrect words. This fear caused them to hesitate when expressing their ideas orally or in writing. As Participant 5 stated, "*Takot po kaming magsalita ng English kasi baka mali.*" Similarly, Participant 10 shared, "*Nagdadalawang isip ka kung tama yung isusulat o sasabihin mo.*"

The participants also emphasized their limited vocabulary, which restricted their ability to express their thoughts effectively. They explained that unfamiliar English words and inadequate reading resources made it difficult to understand and use the language confidently. Participant 9 remarked, "*May mga words minsan na hindi ko alam kaya hindi ako nakakapagsalita sa English.*" Likewise, Participant 8 attributed this difficulty to limited reading materials and insufficient time to read.

Overall, the findings suggest that IP students' language learning difficulties stem primarily from limited English proficiency, low self-confidence, and inadequate vocabulary. These challenges hinder their ability to communicate effectively and participate confidently in English-related classroom activities. The findings imply the need for language instruction that provides meaningful opportunities for vocabulary development, confidence-building activities, and supportive learning environments where students can practice English without fear of making mistakes.

These findings are consistent with the study of Reyes, Isip, and Dizon (2021), which reported that indigenous learners commonly struggle with limited vocabulary, low confidence, and perceived weaknesses in English communication. Likewise, Leano et. al (2019) found that indigenous learners demonstrate deficiencies in English vocabulary, which significantly affects their language proficiency and communication skills.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Senior high school Indigenous students in selected schools in the Division of Oriental Mindoro moderately use language learning strategies.
2. Auditory learning is the most preferred learning style among Indigenous students in the Division of Oriental Mindoro.
3. Indigenous students demonstrate a satisfactory level of performance in both Oral Communication and English for Academic and Professional Purposes (EAPP).
4. Language learning strategies have a significant impact on students' performance in EAPP and Oral Communication.
5. Visual and auditory learning styles have no direct effect on EAPP performance; while reading and writing and kinesthetic learning styles show a direct relationship. All learning styles are positively related to performance in Oral Communication.
6. Indigenous students in the Division of Oriental Mindoro experience difficulties in English due to limited vocabulary, lack of instructional materials, and negative learning attitudes.
7. The proposed inventory of strategies is relevant to the needs of Mangyan students and can help improve their academic performance.

Recommendations

After a thorough examination of the findings and conclusions of the study, the researcher emphatically offers the following recommendations:

1. The proposed inventory of strategies should be reviewed and validated by teachers, department heads, IPED coordinators, and LRMDs coordinators in terms of content quality, usability, and appropriateness for Senior High School Mangyan learners.
2. Senior high school language teachers are encouraged to use the proposed inventory of strategies in classroom instruction. Teachers should also conduct item analysis after each quarterly assessment to identify students' strengths and learning gaps.

3. Further studies should be conducted using a larger sample size to validate the effectiveness of the inventory of strategies. Additionally, division-wide seminars and in-service training should be conducted to support the development and implementation of the material, as this was not included in the present study.

Compliance with Ethical Standards

The researcher considered the ethical issues of Indigenous People in their community by abiding with the research provisions and guidelines concerning Indigenous People as directed by various DepED Orders. The researcher secured permission from each town's IP representative and the School Principals where the learners belong. The researcher also asked the participants personally and through a written consent form on their willingness to answer the interview questions. Those who submitted themselves voluntarily during the interview were considered participants. Furthermore, the results were expressed in general terms, and the researcher kept the same in utmost confidentiality to protect the subjects' identities. Anonymity of the participants was also considered in this research. Their names were not mentioned in the interpretation of the data. The researcher also considers the provisions of the Data Privacy Act of 2012 upon gathering the data. The researcher also informed the respondents that the information taken from them would be solely used for research purposes only; biases and other misleading information were avoided by analyzing the data taken from the participants objectively.

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