

The Relationship of Study Habits and VARK Preferences to the Academic Performance of Second Year Education Students

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ABSTRACT

Study habits are very essential for students to cultivate. They have to be nurtured and be given more time to attain success in life. However, good study habits should be coupled with appropriate time and place, and these could not be done without the willingness of the students. In today's generation of students, they learn in different ways. They use methods on how they could learn easily by assessing their capabilities, specifically, on what they could do or what they could not do based on their evaluation of their study habits. This research aimed to determine the significant relationship of study habits and learning preferences to the academic performance of second-year education students of First City Providential College. It used correlative methods and purposive sampling. Moreover, the quantitative method was employed in determining the profile of students, their academic performance, learning styles, study habits. Pearson's correlation coefficient was used as the statistical treatment to test the significant relationship between the given variables. The data were elicited from the responses of the respondents through the VARK Questionnaire (Version 8.01) and Palsane and Sharma Study Habits Inventory. Consequently, the results of the study led to the adoption of programs that will enhance the students' preferred modalities and their study habits to achieve academic success.

Keywords- study habits, learning preference, academic performance, education, students

INTRODUCTION

Learning is part of life, formal and informal. Learning at home, society or in our surroundings and past experiences are the informal way of gaining knowledge. While the formal way of learning is going to school, having a proper education provided by the institution and guided by the teachers.

Study habits are very important for students to develop. They have to nurture it and given more time to attain success in their life. As students, they must be aware that this is part of the learning process. Though good study habits should be coupled with appropriate time and place, it should be noted also that these cannot be done without the willingness of the students.

Every learner in a classroom receives and uniquely processes information, that makes one student distinct from the others. This is basically because we have individual differences. It is now a proven fact that different people learn differently, and psychologists have attempted through the years to spell out the traits of different types of learners and categorize them into different "learning styles" (Alqunayeer and Zamir, 2015).

Most of the students today aim for achievement or success in the field they have taken but the habits they portrayed in the crowd were different in the objective they wanted to reach. To become successful in life you have to strive hard and convict yourself that you have to finish first your priorities before doing that is not.

Today, college students engaged their selves in things that are not important, not realizing their grades are left behind. It is needed for college students to know how to develop their self-learning potential to use for the learning process in their careers. For learning management, the teachers must guide and help their students to enhance their capability to digest the lesson easily. The teacher monitors the improvement of the students that will be used in achieving their goals and objectives with the use of their gained knowledge (Khongpit, Sintanakul & Nomphonkong 2018). Thus, the researchers came up with this study to know if VARK modalities and Study Habits affect the Academic Performance of the Second Year Education students of First City Providential College.

This research aimed to assess the relationship of study habits and VARK preferences to the academic performance of second-year education students of First City Providential College.

Specifically, the study sought to:

1. Determine the profile of the respondents according to their:
 - a. Age
 - b. Sex
 - c. Parents' Educational Attainment
2. Distinguish the learning styles of the students concerning viewing, listening, reading and writing and kinesthetic preferences.
3. Distinguish the study habits of Second Year Education students of First City Providential College School Year 2019-2020.
4. Determine the significant relationship of Study Habits to the Academic Performances of Second Year Education students of First City Providential College School Year 2019-2020.
5. Determine the significant relationship of VARK Preferences to the Academic Performances of Second Year Education students of First City Providential College School Year 2019-2020.
6. Adopt a program that may be proposed to enhance the Study Habits, VARK Preferences and Academic Performance of the respondents.

The findings may provide information beneficial to the following individuals:

Students. The findings of this study allowed them to identify their preferred VARK modality and will give room for the improvement of their study habits that affect their academic performance.

Parents. The findings of this study would give them an idea of how to study habits and VARK Preferences affect the academic performance of their children. In this way, they would be able to exert effort in assisting in the improvement of their children's study habits and VARK preferences.

Teacher/School Instruction. It may serve as a backbone so that they can give exercises based on the student's VARK Preferences to motivate them and improve the study habits that lead them to academic success.

Future Researchers. They will be enlightened to replicate this study by adding variables or changing respondents. They can use it for further studies and reference purposes.

Government. The findings of this study will help the government to implement programs that will enhance the students' study habits and preferred modalities can achieve academic success.

This study focused on The Relationship of Study Habits and VARK Preferences to the Academic Performance of the Second Year Education students of First City Providential College. The respondents are enrolled for the academic year 2019-2020. The data were elicited from the responses of the respondents through the VARK Questionnaire and the Palsane Sharma Study Habit Inventory (PSSHI). Based on the results, the researchers created the program to enhance students' preferred modalities and their study habits to achieve academic success.

VARK Preferences

Different people, learn differently. Every student may have a combination of learning styles, as he/she prefers different learning styles and techniques whereas some learners may have only one dominant style of learning there are various learning styles in one classroom. The awareness about students learning preferences will increase the teachers' efficiency of their classroom orientation (Alqunayeer and Zamir, 2015). Learning styles can be assessed in different ways and one of which is the use of the VARK model which categorizes learning by sensory preferences. The acronym VARK stands for Visual, Aural, Read/Write, and Kinesthetic sensory modalities that are used for learning information. Thus, teachers should teach following the students' needs and learning styles to guide them in achieving their academic goals.

Study Habits

Study habits can be defined in two ways; first is the good study habits which include taking notes, organizing, reading and scanning the textbook. And second, the bad study habits that include misusing the time for playing games or using social media platforms instead of studying, doing home works and reviewing for examinations (Amora et al., 2013).

Study habits are defined as varied in educational and psychological literature. Business Dictionary.com (2016) defines study habits as "the behaviors used when preparing for tests or learning academic material." The dictionary gives an

example to illustrate this definition: "A person who waits until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with bad study habits." Good (1973) defines the term study habits as: "The student's way of study whether systematic, efficient or inefficient, etc.

Academic Performance

Academic performance means the knowledge and skills that students have mastered in a subject or a course. It's a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators. Through students' performances are determined in ranking as to the educational standards that they have reached, pass, credit, distinction, high distinction and so on. These educational standards may be recognized as satisfying the standards for admission for further studies in institutions domestically and internationally (Lee, 2010).

In terms of education, it is based on the performance or success of the students academically. This is on how students pass the standards given by the government and schools and universities (Bell, 2018).

Learning Style and Study Habits

Asci and Kulac (2016) evaluated the effect of learning styles and study behaviors on preclinical medical students' pharmacology exam scores in a non-Western setting. Grasha--Reichmann Student Learning Style Scale and a modified Study Behavior Inventory were used to assess learning styles and study behaviors of preclinical medical students. Results showed that collaborative (40%) and competitive (27%) dominant learning styles were frequent. The most common study behavior subcategories were study reading (40%) and general study habits (38%). Adequate listening and note-taking skills were associated with pharmacology success, whereas students with adequate writing skills had lower exam scores.

Relationship of Learning Styles to Academic Performance

Preferred learning styles of learners are different, which depend on tastes, mentality preparedness, as well as physical condition, in terms of sensory modalities. Identifying and employing appropriate learning styles could play an important role in selecting teaching styles, which can improve education ultimately. (Peyman et. al., 2014)

Awang and Samad (2017) studied learning the relationship between learning styles of Polytechnic students and their academic achievement based on the VARK learning styles model. According to the results of their study, there was no significant difference between the learning style and academic achievement of students. Students' academic achievement was quite similar to their learning styles. These facts reveal that each learning style has its strengths and weaknesses. Similarly, in the study of Almigbal (2015), he found out is that there was no relationship between learning style preference and academic achievement, although the results were near the significant level.

Relationship of Study Habits to Academic Performance

The world is changing and so as the study habits of the students. In this era that is so-called 21st century, there had been changes in the approaches of studying. Education is the key to success and it is the gateway to having a successful future. Meanwhile, the study habits play an essential role in the academic performances of the students. Having study practices will result in the improvement or achieving a good grade which most of the learners want. Appropriate study habits and positive study attitudes may have a positive impact on the academic achievement of learners (Sikhwari, 2016).

Academic success does not only require high cognitive ability, but also sound study habits & attitudes (Kandeepan, 2016).

METHODOLOGY

This study used the correlative method of research. The correlative method applies to the conducted study considering that the researchers wanted to know The Relationship of the Study Habits and VARK Preferences in the Academic Performance of the Second Year Education Students in First City Providential College.

It was conducted at First City Providential College, located in Barangay Narra, Francisco Homes Subdivision, City of San Jose Del Monte, Bulacan. Purposive sampling method was the method used by the researchers; in this method, the researchers gave questionnaires to those willing and available students that can be their respondents. Both males and females from Second Year Education Students in all majors from First City Providential College were selected to be respondents of the conducted study.

The following questionnaires were the resources that helped the current researcher to design the study instrument:

1. The VARK Questionnaire
2. Palsane Sharma Study Habit

Quantitative methods were employed to determine the following: (a) demographic profile of the students; (b) academic performance of Second Year Education students; (c) learning styles of the students concerning viewing, listening, reading and kinesthetic preferences; (d) study habits of Second Year Education students; and (e) effects of Study Habits and

VARK Preferences to the Academic Performance of the Second Year Education Students of First City Providential College Academic Year 2019-2020.

The questionnaires were tabulated, analyzed and interpreted for presentation and analysis. Hence, using Statistical Packages for Social Sciences (SPSS), the following statistical tools were used in the study:

- Percentage
- Mean
- Pearson R Correlation Coefficient

RESULTS AND ANALYSIS

Profile of the Students

TABLE 1.1

N = 69

Age	Frequency	Percentage	Rank
18 – 20	65	94%	1
21 – 23	1	1%	3
24 above	3	5%	2
Total	69	100%	

Table 1.1, shows that 65 or 94% of the Second Year Education students were 18 – 20 years old, 1 or 1% of the students were 21 – 23 years old and 3 or 5% of the respondents were 24 above. It reveals that most of the Second Year Education Students' age range was normal for a regular sophomore student in college since they are products of the K to 12 curricula in the Philippines and the first batch of senior high school graduates. according to age.

TABLE 1.2

N = 69

Sex	Frequency	Percentage	Rank
Male	20	29%	2
Female	49	71%	1
Total	69	100%	

It can be gleaned from Table 1.2 that 32% of the population of the Second Year Education students were male while 68% of it was female.

TABLE 1.3

N=69

Parents' Educational Attainment	Frequency	Percentage	Rank
Elementary Graduate	0	0%	4
High School Graduate	20	29%	2
College Graduate	40	58%	1
Others (specified)	9	13%	3
Total	69	100%	

Table 1.3 shows that majority of the respondents' parents with the total number of 40 or 58% acquired high level of education which is College Graduate, 20 or 29% were high school graduates and other students' parents acquired higher

than College Graduate but some did not graduate in college but at least formerly enrolled in tertiary level. Parent education follows a somewhat parallel pattern (Schneider, 2018). Since parents have achieved a high level of educational attainment, they also wish that their children would reach or even surpass the educational level that they have achieved. It is for this reason that, parents compete or strive for high educational opportunities for their children (Li, 2018).

Learning Styles of the Students

TABLE 2
N = 69

Learning Styles	Frequency	Percentage	Rank
Visual	2	3%	5
Aural	10	15%	2
Read/Write	9	13%	3
Kinesthetic	36	52%	1
Mixed Modal	11	16%	4
Multi-Modal	1	1%	6
Total	69	100%	

Table 2 shows that the majority of the respondents, 36 of them or 52% have a kinesthetic learning style. They seem to prefer carrying out physical activities, rather than listening to a lecture or watching demonstrations. They learn best by being hands-on and "learning by doing." Several types of research have shown that one of the most preferred learning styles of students nowadays is the kinesthetic style like the studies of Liew (2015) and Stirling (2017). Second in rank is the aural learning style with 10 students or 15% of the sample. Learners who have such learning mode learn best by hearing information. They tend to get a lot of lectures and are good at remembering things they are told (Cherry, 2019). Rank 3 is the Reading and Writing learning style which entails materials that are primarily text-based. Learners who have such a dominant style would prefer to take a piece of information displayed as words and text. Among the respondents, there was only one who had a multimodal learning style which means that the student has multiple learning styles which are quite different from the study of Asiry (2016) in which the majority or 58.4% of his respondents preferred multimodal style. Learners with such style seem to be flexible about how they give and receive information, which makes it easier for them to adapt to the mode of information they are presented with.

Study Habits

TABLE 3
N = 69

Study Habits	Frequency	Percentage	Rank
Poor Study Habits	0	0	3
Relatively Desirable	44	64%	1
Desirable	25	36%	2

It can be gleaned from Table 3 that none of the respondents have poor study habits. The majority or 44 of them have relatively desirable study habits while 25 or 36% have desirable study habits. These results show that as education students, the respondents are capable of balancing their time and giving priority to their studies as future educators. It is necessary that as early as now, they can practice good study habits to instill such practice to their future students.

Relationship of Study Habits to the Academic Performance

TABLE 4
Relationship of Study Habits to Academic Performance

	Study Habits	Academic Perf
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Study Habits	Pearson Correlation	1	-.069
	Sig. (2-tailed)		.571
	N	69	69
Academic Performance	Pearson Correlation	-.069	1
	Sig. (2-tailed)	.571	
	N	69	69

		VStyle	A.P
Visual Style	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)		
	N	2	
Academic Performance	Pearson Correlation	-1.000**	
	Sig. (2-tailed)	.	
	N		

*. Correlation is significant at the 0.01 level (2-tailed).

Table 4 reveals that there is a correlation between the two variables but it is negatively significant to each other. Meaning, that study habits or the habits of the students on reviewing and doing tasks and homework do not affect the performance of the respondents academically. This result is somewhat contradictory from other studies like the research made by Siahi (2015) which revealed a positive relationship between study habits and academic achievement and Alva (2017) which concluded that study habits do influence academic performance.

Relationship of VARK Preferences to the Academic Performance

TABLE 5. 1
Relationship of Visual Preference to the Academic Performance

Table 5.1 shows that according to the VARK Preferences, Visual Preference is correlated to the Academic Performance and both variables are positively significant to each other. Meaning, the visual preference greatly affects the performance of the students in school academically. Similarly, when Hernandez-Torrano (2017) examined the learning preferences of first-year medical students, he found out that the majority of 80.8% of his respondents preferred to learn visually through demonstrations and diagrams linearly and sequentially. Also, in the study of Singh, Govil, and Rani (2015), they have revealed that the most preferred learning style of their respondents was visual. Students with such preference would like to learn with graphics, charts, diagrams, handouts, and videos.

The respondents seem to have a strong learning preference for the written word. Thus, they should be encouraged to take copious notes during classroom lectures to help them both process information and have an easier time recalling it later.

TABLE 5. 2
Relationship of Aural Preference to Academic Performance

		Style	A.P
AStyle	Pearson Correlation	1	-.165
	Sig. (2-tailed)		.628
	N	11	11
A.P	Pearson Correlation	.165	1
	Sig. (2-tailed)	.628	
	N	11	11

TABLE 5.3

Relationship of Reading and Writing Preference to Academic Performance

		WStyle	A.P
RWStyle	Pearson Correlation	1	-.753*
	Sig. (2-tailed)		.019
	N	9	9
A.P	Pearson Correlation	.753*	1
	Sig. (2-tailed)	.019	
	N	9	9

Correlation is significant at the 0.05 level (2-tailed).

Table 5.3 reveals that the two variables, Read and Write Preference and Academic Performance are related and positively significant to each other. Meaning, reading and writing at the same time affect the formance of the respondents in terms of academics.

Table 5.2 presents that the correlation of Aural Style to the Academic Performance is negative. Meaning, that this learning style is not that significant or it doesn't much affect the academic performance of the students based on there

TABLE 5.4

Relationship of Kinesthetic Learning Style to Academic Performance

		KStyle	A.P
KStyle	Pearson Correlation	1	-.293
	Sig. (2-tailed)		.098
	N	33	33
A.P	Pearson Correlation	-.293	1
	Sig. (2-tailed)	.098	
	N	33	33

Table 5.4 shows that the correlation of Kinesthetic Style to academic performance is negative. The result shows that there is no significant relationship between the two variables, meaning the Kinesthetic style doesn't affect students' performance in their academics.

TABLE 5.5

Table 5.5 presents that the correlation of Mixed Style to the Academic Performance is positive. Meaning, it has factors that will affect the academic performance of the students. For the reason that if two styles are predominant, it is more likely significant to the performance of the students academically.

TABLE 5.6

Relationship of Multimodal Learning Style to Academic Performance

	MultiStyle	A.P
Pearson Correlation	.a	.a

Person Correlation	0.70	0.70
Person Correlation (2-tailed)	0.0001	0.0001
Person Correlation	0.70	0.70
Person Correlation (2-tailed)	0.0001	0.0001

cannot be computed because at least one of the variables is constant.

Relationship of Mixed Style to Academic Performance

		MixedStyle
Mixed Style	erson Correlation	1
	. (2-tailed)	
Mixed Style	erson Correlation	.11
	. (2-tailed)	.014
Mixed Style	erson Correlation	.967
	. (2-tailed)	.11

Table 5.6 reveals that the correlation between the two variables which are the Multi-Style and Academic Performance cannot be computed because only one of the respondents acquires three or more styles.

DISCUSSION

1. The majority of the respondents belong to the age range of 18-20 years old. 71% of them are females and 58% of them have parents who have finished tertiary education.
2. The majority or 36 of the respondents 52% have kinesthetic learning styles. Second in rank is the aural learning style with 10 students or 15% of the sample and third in rank is the Reading and Writing learning style. Among the respondents, there was only one who had a multimodal learning style which means that the student has multiple learning styles.
3. None of the respondents have poor study habits. The majority or 44 of them have relatively desirable study habits while 25 or 36% have desirable study habits.
4. The study habits or the habits of the students on reviewing and doing tasks and homework do not affect the performance of the respondents academically.
5. Visual Preference is correlated to the Academic Performance and both variables are positively significant to each other.
6. Relationship of Aural Style to the Academic Performance is negative. Meaning, that this learning style is not that significant or it doesn't much affect the academic performance of the students.
7. Reading and Writing Preference and Academic Performance are correlated and positively significant to each other.
8. The relationship of Kinesthetic Style to academic performance is negative.
9. Relationship of Mixed Style to the Academic Performance is positive.
10. Correlation about the two variables which are the Multi-Style and Academic Performance cannot be computed because only one of the respondents acquires three or more styles.
- 11.

CONCLUSIONS

1. Sophomore education students' age range is between 18-20 years old. There are more females than males who take the education program. Most of the respondent's parents have finished a college program.
2. Kinesthetic Learning Style is the most preferred style of the respondents. They prefer hands-on activities and learning by doing.
3. The study habits of the respondents have no relationship with their academic performance.
4. About VARK preferences, only the following learning styles show a significant relationship with academic performance: visual, reading/writing, and mixed style

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are hereby offered:

1. Schools can also encourage male students to take education as a college program.
2. That the learners be aware of their VARK preferences to help them adapt metacognitive strategies for them to achieve higher grades
3. That teachers and counselors should work together to improve the study habits of the students by creating programs that would lead to better academic performance.
4. That future researchers conduct experimental investigations on the practical and deliberate impact or influence of study habits and learning styles on the academic performance of students.

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VARK PROGRAM FOR STUDENTS WITH READING AND WRITING PREFERENCE

Name of Activity	Objectives	Time Frame	References
EAR (Drop Everything and Read)	1. Give students time to read what they want to read, share what they've read. 2. Improve students reading skills through engaging in regular, sustained silent reading.	June-October	tp://www.readwritethink.org/classroom-resources/lesson-plans/daily-dear-program-drop-55.html
Pair Critiquing	1. Provide support to each other's articles or essays 2. Accept constructive feedbacks openly	August-September	tps://www.bestessaytips.com/writing_article_critique.php
Pass the "mic"	1. Students actively engage in sharing what they understand in the article, essay or story given. 2. Appreciate the value of listening to other people's point of view or perspective	June-October	tps://tophat.com/blog/interactive-classroom-activities/
Dialogic Journaling	1. Actively read texts 2. Gain an understanding of their preferred styles for notetaking	July-September	Hughes, H. (1997) <i>The Clearing House</i> Vol. 70, No. 4 pp. 187-190
Eating a Poem	1. Develop deep comprehension of the main idea of the poem. 2. Analyze figures of speech used in poetry	August-September	tps://www.pinterest.ph/pin/45599014959890625/
Eliciting vocabulary before writing narratives	1. Widen students' knowledge of words. 2. Use appropriate words in writing texts.	June-October	tps://www.teachingenglish.org.uk/article/eliciting-vocabulary-writing-narratives
The Power of 2	1. Help students work together. 2. Encourage cooperation and support peer-assisted learning.	June-October	tps://www.brighthubeducation.com/middle-school-english-

			essons/33761-reading-dyads-to-achieve-comprehension/
One-Minute Paper	1. Assess student learning on the day's lesson. 2. Develop promptness in writing ideas.	June-October	tps://k12teacherstaffdevelopment.com/tlb/how-can-i-use-the-inute-paper-strategy-to-enhance-learning-in-the-classroom/
Fish Ball Game	1. Manage group discussion. 2. Enhance decision-making skills	July-September	tps://icebreakerideas.com/fishbowl-game/
Daily Journal	1. Write down experiences and thoughts within the day's activities and lesson. . Express oneself properly through writing	June-October	tps://www.developgoodhabits.com/what-write-journal/
Pass Back Stories	Enhance creativity by thinking of the next part of the story. Observe correct subject-verb agreement in writing stories.	July-September	tps://www.teacherspayteachers.com/Product/Pass-Back-Story-3080585
Story Starters	1. Discuss and identify what makes a story compelling. . Reflect on their favorite stories and what elements work together to create powerful tales.	July-October	tps://www.writersdigest.com/online-editor/fun-story-starters-idea-generating-activities-for-writers
Note Writing	1. Help learners to write more fluently 2. Diagnose problems with students' written work and ability to formulate questions.	June-October	tps://www.teachingenglish.org.uk/article/note-writing