

Teachers' Teaching Strategies in English in Relation to Students' Learning Styles

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Abstract. The investigation into the interrelation between teaching strategies and students' learning styles within English classrooms has rendered insightful revelations. By implementing a descriptive research design, the methodology involved disseminating survey questionnaires to 300 selected senior high school students in Cluster 4 schools in Davao City to gather empirical data on the prevailing teaching practices and learning preferences. The findings revealed that the extent of the teacher's teaching strategies in cooperative learning, lecture type, deductive approach, and integrative approach was described as extensive and interpreted as often manifested. In contrast, repetitive exercises were described as moderately extensive. The overall mean rating denotes the vast extent of learning action cell sessions. While the importance of students' visual, auditory, and kinesthetic learning styles was often manifested, the overall mean rating of 3.66 denotes the extent of students' learning styles, which was often manifested and thus extensive. There was a significant relationship between the extent of the teacher's teaching strategies and students' learning styles. Consequently, this study strongly recommends adopting multiple teaching approaches as a strategic measure to support and amplify students' learning experiences, thereby contributing to their comprehensive development and success in the academic domain. This study may also be published in any respectable research journal.

KEY WORDS

1. teaching strategies, 2. learning styles 3. Davao City

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1. Introduction

English is a pivotal conduit for global interaction, transcending diverse national boundaries to foster communication. That is why most teachers need to be innovative in their teaching to give students better teaching experiences. Effective teaching strategies bring positive learning outcomes to the students. They give teachers scope to think critically and rationally about their own practices inside and outside the classrooms. They help generate students' interest and promote deep and long-lasting learning.

Therefore, an educator's teaching style can significantly impact a student's ability to learn and comprehend. This is why knowledge of different learning styles is essential for teachers. In the global context, as the study, Maxom (2009) insightfully observes proficiency in English is not merely a skill but a gateway to the world at large, enabling seamless interactions across countries. This perspective underscores the imperative for mastering English; it is a tool through which global connectivity becomes at-

tainable. In the contemporary landscape, the necessity of learning English transcends essential communication, touching on crucial aspects such as education. The discourse by Broughton, Brumfit, Flavell, Hill, and Pincas (2003) is particularly illuminating — they highlight that English encapsulates half of the world’s scientific discourse, positioning it as an indispensable medium for accessing contemporary learning and knowledge. This revelation is not just a statement on language preference but a clarion call for the urgent integration of English language education. The argument for early initiation of English language learning is compelling. As Broughton et al. (2003) eloquently argue, English is often the sole medium through which modern knowledge can be accessed. This reality suggests that to prepare learners for the rigors of advanced education — be it at the senior high school or university level — a solid foundation in English is indispensable. This need is further amplified when considering the prevalence of English in scientific literature and academic materials. Echoing this sentiment, Kachru and Nelson (2006) assert the preeminence of English as the most extensively taught, learned, and spoken language worldwide. Such a widespread adoption not only testifies to its utility but also its role as a critical component of global educational systems. In jurisdictions like Indonesia, as Alisjahbana (1990) notes, English has been elevated to a mandatory subject in both junior and senior high school curricula. This policy underscores the recognition of English not just as a foreign language but as an indispensable skill for accessing global knowledge and opportunities. In Indonesia, the fact that English is the first foreign language that becomes a language should be learned by students in school. Research in the area of Teaching English as a Foreign Language is mostly in several fields, such as teaching methodology, analysis factors affecting language learning, and learning style and strategies. The previous studies have been conducted by Machida (2011) which applies strategy and technique in teaching EFL. Tuan (2011) and Shi (2011) investigated learning styles and strategies. Other previous studies have been conducted by Alsayed (2003), Abhakorn (2008), Liu (2011), Mateo (2012), Gilakjani, Leong, and Sabouri (2012), Huang (2012), and Sudiarta, Marhaeni, and Suhandana (2013) which investigated factors affecting language learning. The researches above are conducted in several fields of TEFL area. But however, the researcher wants to analyze the students’ learning styles and strategies in EFL learning from the student’s perspective on what they do expect in EFL teaching and learning. In Indonesia English is a compulsory subject in junior and senior high school. Therefore, this research will be conducted at the senior high school level, where students are learning English as a compulsory subject in the curriculum, even if they may have learned English before. The English teaching and learning process will be successful if there is enough knowledge about the characteristics and behavior of students. In this case, as a person who delivers the knowledge to the students, the teacher should be aware of things that influence the learning, such as factors of students. In the teaching and learning process, teachers use certain methodologies and techniques in teaching English. The aim of using certain methodologies is to help students to achieve the goal of language learning. As stated by Fromkin, Rodman, and Hyams (2011: 463-464), “All methods have something to offer, and virtually any method can succeed with a gifted teacher who are a native or near-native speaker, motivated students, and appropriate teaching materials.” Properly teachers are more creative in teaching English in the classroom in order to make students more enthusiastic about learning English. The use of proper strategies for teaching also makes the teacher’s work easy and helps them succeed in EFL learning. However, teachers sometimes still use one-way di-

reactions when teaching English. Every student has a different style of language learning. However, most teachers take an equal approach to language teaching. Every student has different anxiety about learning. Some students who are typically visual learners are more interested in learning English through pictures, and some students who are typically auditory learners are more interested in learning English through song. However, in this case, many teachers do not pay more attention to this. Furthermore, the researcher will investigate whether English teachers use some strategies in the teaching process and what strategies teachers use in facing different learning styles of students. Strategy is one way to achieve the goal. In this case, strategy is one way teachers or students can enhance language learning. Strategy in language learning can determine the comprehension of language learning, whether positive or negative outcomes. Oxford (1991: 359) stated that “Lan-

guage learning styles and strategies are among the main factors that help determine how -and how well- the students learn a second or foreign language”. So, using learning strategies is one aspect that can determine the success of language learning. English as a foreign language that becomes a compulsory subject in junior and senior high school has an important position where students should reach success in learning. As stated above, using strategies contributes to the comprehension of language learning. But what about the differences in students’ learning styles? Therefore, what should the teacher do to face that problem? What strategies are used by teachers? Furthermore, the researcher investigates the strategies used by teachers based on their awareness of differences in students’ learning styles in English teaching and learning in the classroom. The researcher conducted this research by analyzing some strategies teachers use to teach English in the classroom.

2. Methodology

This chapter presents the purpose and method used to conduct the study. It describes the research design, research environment, respondents and sampling method, research instrument, data gathering procedures, data analysis, and ethical considerations.

2.1. Research Design—The research undertaking utilized a quantitative research design, which tested objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2008). The descriptive-correlational research design was used in the study. Descriptive research describes the characteristics and behavior of the sample population (Dudovskiy, 2016). This study used a descriptive-correlational design. According to Polit and Beck (2017), this design aims to examine a sample at one specific point in time without making any inferences or causation. The study gives meaning to the vari-

ables being assessed, and a correlational study aims to examine the relationship between two variables. In this study the researcher aims to identify the significant relationship of the variables, specifically the teacher’s teaching strategies and the student’s learning styles in learning English.

2.2. Research Respondents—The respondents of the study were bona fide Senior high school students of the identified four schools under Cluster Four of the Division of Davao City. The said respondents would evaluate the teaching strategies of their respective English teachers as well as their preferred learning styles. The researcher employed a simple random sampling in choosing a total of 300 respondents. Accord-

ing to Thomas (2020), simple random sampling is a subset of a population chosen at random in an essential random sampling. Each person in the population has an exactly equal probability of getting chosen using this sampling technique. Among all the probability sampling techniques, this one was the easiest to understand because it only needed one random selection and little prior population knowledge. Because randomization was used, any research conducted with this sample should have high internal and external validity and be less likely to be biased by factors like sampling bias and selection bias.

2.3. Research Instrument—The instrument for the study was a survey questionnaire that was altered and adjusted to meet the needs of the population and the goals of the research. For this study, using a survey questionnaire makes sense because it enables the researcher to collect a lot of data quickly. Additionally, the researcher can customize the survey questions to be more pertinent and targeted to the study's goals and the population under investigation by adjusting and changing the questionnaire. Experts in the field of education validated the questionnaire used in this investigation. It was then put through a pilot test to determine its reliability and validity. A 5-point Likert scale was used in this study's survey questionnaire. In the social sciences, especially in educational research, a Likert scale is a commonly used instrument for measuring people's attitudes, opinions, and perceptions about a certain topic. The

2.4. Data Gathering Procedure—After the research questionnaire had been validated, the researcher took action to carry out the study. Initially, the researcher got approval to carry out the research. The researchers secured the dean of the graduate school's approval at Rizal Memorial Colleges, Inc. in Davao City. The authorization letters for each of the researcher's chosen schools were accompanied by an en-

widely used 5-point Likert scale lets respondents indicate how much they agree or disagree with a statement by rating items on a five-point scale that goes from strongly agree to disagree strongly. It is reasonable to use a 5-point Likert scale in this study because it offers a range of replies that can capture subtle differences in the thoughts or perceptions of the respondents. The scale makes it simple to tabulate and statistically analyze replies, facilitating data analysis. The validity and reliability of the data gathered are further increased by using a standardized scale, like the 5-point Likert scale, which enables comparisons between various studies. The research instrument has two parts. The first part was adapted from the C.I.T.E. Learning Styles Instrument, Murdoch Teacher Center, Wichita, Kansas, Which Has 30-item questions. The second part consisted of 35 items and was adapted from Teaching Strategies Used by Mathematics Teachers in the Jordan Public Schools and Their Relationship with Some Variables (Mohammad et al. Hamzeh, 2014). For the independent variable, teaching strategies, a modified and adapted questionnaire from the Teaching Strategies Used by Mathematics Teachers in the Jordan Public Schools and Their Relationship with Some Variables (Mohammad et al., 2014) were used. The questionnaire consists of 30 items. To assess the extent of teacher teaching strategy in English, the Likert Scale below will be used.

dorsement letter from the dean of the graduate school at Rizal Memorial Colleges, Inc., Davao City. Second, after receiving permission to carry out the study, the researcher went ahead and distributed the research tool to the respondents. After the questionnaires were sent, the identified study respondents were given a brief description of the survey's benefits. The researcher followed the health protocol in regard

Range of Means and Descriptive Interpretation of Teaching Strategies

Range	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very Extensive	The teaching strategy of teachers is always manifested.
3.40 – 4.19	Extensive	The teaching strategy of teachers is very often manifested.
2.60 – 3.39	Moderately Extensive	The teaching strategy of teachers is sometimes manifested.
1.80 – 2.59	Less Extensive	The teaching strategy of teachers is rarely manifested.
1.00 – 1.79	Not Extensive	The teaching strategy of teachers is never manifested.

Range of Means and Descriptive Interpretation of Students’ Learning Styles

Range	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very Extensive	The learning styles of students is always manifested.
3.40 – 4.19	Extensive	The learning styles of students is very often manifested.
2.60 – 3.39	Moderately Extensive	The learning styles of students is sometimes manifested.
1.80 – 2.59	Less Extensive	The learning styles of students is rarely manifested.
1.00 – 1.79	Not Extensive	The learning styles of students is never manifested.

to the present situation when administering the questionnaire. The survey was carried out by the researcher using email and digital tools like Google Forms. The distribution of the survey followed safety precautions like donning face masks and face shields and observing social seclusion. The study’s participants received am-

ple testing time to complete the questionnaires. The acquired data were then put through a quantitative analysis. After the questionnaire’s data was retrieved, each respondent’s scores were added together to categorize the data by indicator. Then, using SPSS, descriptive and inferential analysis was performed on each score.

2.5. *Data Analysis*—Mean and Standard Deviation—This was used to identify the level of the teaching strategies and students’ learn-

ing styles in learning English. Pearson r- correlation- was used to identify the significant relationship between the variables.

3. Results and Discussion

In this chapter, the researcher addresses the collection of data and its subsequent presentation, analysis, and interpretation. Both tabular and textual formats are employed to enhance the depth of analysis and facilitate the extraction of meaningful implications. Additionally, these presentations serve as supporting evidence for the hypothesis put forth.

Summary of the Extent of Teacher’s Teaching Strategies in English

Table 1 presents the calculated means and descriptive levels of the indicators of the extent of Teachers’ Teaching Strategies in English. The table includes five indicators: cooperative

learning (3.72), lecture type (3.52), deductive approach (3.61), repetitive exercises (3.36), and integrative approach (3.51). For each indicator, the table reports the calculated mean and descriptive level, which provides information about the overall level of the teaching strategies.

Table 1. Summary of the Extent of Teacher’s Teaching Strategies in Teaching English

Indicator	Mean	Descriptive Interpretation
Cooperative Learning	3.72	Extensive
Lecture Type	3.52	Extensive
Deductive Approach	3.61	Extensive
Repetitive Exercises	3.36	Moderately Extensive
Integrative Approach	3.51	Extensive
Overall Mean	3.54	Extensive

The overall mean for the teaching strategies is 3.54, which falls under the high descriptive level. This means that, on average, teachers portray extensive prowess in their strategies for delivering the teaching and learning process. This is a positive finding, as having strong and extensive teaching strategies is an ace in a successful teaching career in transferring knowledge to students. This finding implies that educators should continue to provide teaching strategies for students to develop and nurture their learning styles to maintain this extensive level. This aligns with the notion that teaching strategy is a broad lesson plan comprising the instructional objectives, framework, and planned methods needed to carry out the strategies (Stone and Morris, in Issac, 2010). Additionally, according

to Isaac (2010), teaching techniques are how a teacher demonstrates in the classroom how he has developed his teaching strategies by providing the right kind of stimulus for prompt replies, practicing previously learned responses, raising response rates through extracurricular activities, and so on.

Summary of the extent of student’s learning styles

Table 2 presents the calculated means and descriptive levels of the indicators of the extent of learning styles in teaching English. The table includes five indicators: Visual, Auditory, and kinesthetic learning styles. For each indicator, the table reports the calculated mean and descriptive level, which provides information about the overall level of the teaching strategies.

Table 2. Summary of the Extent of Students' Learning Styles

Indicator	Mean	Descriptive Interpretation
Visual	3.51	Extensive
Auditory	3.81	Extensive
Kinesthetic	3.65	Extensive
Overall Mean	3.66	Extensive

Table 2 shows the students' learning styles. Visual and auditory learning scored a mean of 3.51 and 3.81, respectively, described as extensive, while kinesthetic learning scored a mean of 3.65, which is extensive. Overall, the learning styles were neutrally extensive, with a mean score of 3.66. which means that, on average, teachers portray extensive prowess in their strategies for delivering teaching and learning processes. This is a positive finding, as having a solid and extensive learning style is an ace in proceeding to a successful teaching career in transferring knowledge to the students. This finding implies that educators should continue to provide learning styles suitable for the learners and for students to develop and nurture their learning attitudes to maintain this high level. Learning style is a consistent way of functioning that reflects cultural behavior patterns. Like other behaviors influenced by cultural experiences, learning styles may be transformed through training in learning experiences. Learning styles are thus "moderately strong habits rather than intractable biological attributes" (Reid, 1987). With moderate teacher training or guidance, sub or unconscious styles can become conscious learning strategies. This is parallel to the statement of Syofyan and Siwi (2018) that the importance of learning styles has increased with the size of classrooms and the way that technological advancements continue to shape the kinds of students that enroll in higher education. While the body of research in this field is still expanding, educators should focus on using various teaching pedagogies to

engage every student in a class and push them all to become better learners. It's critical to recognize and investigate each person's preferred learning method. By helping the student become more focused and attentive, self-analysis of their unique learning style may be beneficial, thereby increasing the student's achievement in school. The Significant Relationship Between Teacher's Teaching strategies and Students' Learning styles

Table 3 shows the students' learning styles and the teachers' strategies for learning and teaching English. Cooperative Learning had a .000 p-value and an R-value of .925, which showed a significant relationship. Lecture Type had a .000 p-value and an R-value of .746, which also have a significant relationship, and this specific indicator garnered the lowest R-value but not as low as 0.3. The deductive Approach has a p-value of .000, lower than 0.05, and an R-value of .898, which also has a significant relationship. Repetitive Exercises having a p-value of .000 and an R-value of .641, of which specific variable had a positive correlation. Lastly, the integrative approach has a p-value of .000, higher than 0.05, and an R-value of .873, which is interpreted as significant. As a result, the Teacher's teaching strategies reject the null hypothesis, stating that there is no significant relationship between the student's learning style and the teacher's teaching strategies in learning and teaching English. According to the study of Ganyaupfu (2013), the results demonstrate that the teacher-student interactive method was the most effective teaching strategy,

which is one of the features of cooperative learning, followed by the student-centered method, while the teacher-centered approach was the least effective teaching strategy, which is shown in the lecture-type strategy.

Table 3. Correlation Between Teacher’s Teaching Strategies and Students’ Learning Styles

Teacher’s Teaching Strategies	P-value	Pearson R-value	Decision
Cooperative Learning	.000	.925	Reject
Lecture Type	.000	.746	Reject
Deductive Approach	.000	.898	Reject
Repetitive Exercises	.000	.641	Reject
Integrative Approach	.000	.873	Reject
Teaching Strategies	.000	.985	Reject

Learning style is a consistent way of functioning that reflects cultural behavior patterns. Like other behaviors influenced by cultural experiences, learning styles may be transformed through training in learning experiences. Thus, learning styles are “moderately strong habits rather than intractable biological attributes” (Reid, 1987). Sub or unconscious styles can become conscious learning strategies with moderate teacher training or guidance. Teachers should strive to provide differentiated instruction that accommodates individual learning styles within a classroom setting. This can involve offering alternative activities or providing different pathways for students to demonstrate their understanding and apply language skills. Teachers should foster a positive and inclusive classroom environment where students feel comfortable expressing their learning preferences. Encouraging peer collaboration, providing constructive feedback, and offering additional resources can facilitate a more supportive learning atmosphere. Students who have this learning style find it easier to catch the lesson when they move, feel, or take direct action (Kurniati Sari, 2019). In terms of the teaching strategy, the result shows that English teachers mostly applied cooperative learning. This

was followed by a deductive and integrative approach. This result was validated by the students, who agreed that cooperative learning and deductive approaches have been used by their teachers in their classes. The result also shows that repetitive exercises were rarely used by the teachers teaching English. The research comprehensively analyzes various teaching strategies and learning styles commonly employed in English language classrooms. It explores the significance of tailoring teaching methods to accommodate different learning styles to optimize students’ language acquisition and proficiency. The study draws on existing literature and incorporates empirical evidence gathered through surveys, observations, and interviews with teachers and students. Determining their learning styles will greatly help teachers design and implement a particular strategy that suits them. The following are some of the suggested strategies and techniques to improve the teaching and learning of English: For cooperative learning, English teachers may explore the following techniques: Think-Pair-Share as it allows students to engage in individual and small-group thinking before asking the questions in front of the class (Razak, 2016). Round table or rally table. This is a simple cooperative learning strategy that covers

content-based topics, and it builds a spirit of cooperation and participation (Sari et al., 2019). Jigsaw. In this strategy, each group member is responsible for learning a specific part of the topic. Each member is called an ‘expert’ because of what s/he knows about the given topic to him/her. Each expert discusses his/her findings and learnings with the group. This strategy discusses the whole topic, and each student has a master of the learning process (Zakaria et al.,

2013). For deductive, there should be a clear recognition of the problem, search for a tentative hypothesis, formulate a tentative hypothesis, and verify the hypothesis. This is appropriate for giving practice to the student in applying the principle of generalization, which has already been arrived at. This method is beneficial for retaining facts and rules as it provides adequate drills and practice (Adunola, 2011).

4. Conclusions and Recommendations

The research comprehensively analyzed various teaching strategies and learning styles commonly employed in English language classrooms. It explores the significance of tailoring teaching methods to accommodate different learning styles to optimize students’ language acquisition and proficiency. The study draws on existing literature and incorporates empirical evidence gathered through surveys to students. This study was conducted to determine the relationship of learning styles and teaching strategies between Senior High School students. There were 300 respondents. In terms of the learning style, most of the students were kinesthetic. The knowledge and understanding of learning styles have become more important as classroom sizes increase and as technological advances continue to mold the types of students entering higher education. While research in this area continues to grow, teachers should make concentrated efforts to teach in a multi-style fashion that reaches the greatest extent of students in a given class and challenges all students to grow as learners. It is essential to understand and explore each individual’s learning style. Analyzing one’s particular learning style can be beneficial to the student by aiding them in becoming more focused on an attentive learner, ultimately increasing educational success. Discovering this learning style would allow the student to determine his or her strengths and weaknesses and learn further. Teachers should regularly assess their students’ learning styles to gain insights into their preferences and tailor their instruction accordingly. This can be done through surveys, observations, and discussions with students. Teachers should employ various teaching strategies and materials catering to different learning styles. By incorporating visual aids, auditory resources, hands-on activities, and group work, educators can engage students with varying preferences and create a well-rounded learning experience. The research on teaching strategies and learning styles in teaching and learning English underscores the importance of understanding and accommodating individual preferences to enhance language acquisition and proficiency. By implementing the recommended strategies, educators can create a more personalized and effective English language learning experience for their students. This research provides valuable insights and practical guidance to educators seeking to optimize their teaching practices and meet the diverse needs of their students.

4.1. *Findings*—The following were the findings of the study, as shown in the results of the presentation, analysis, and discussions.

The extent of the teacher’s teaching strategies in terms of cooperative learning (3.72), lecture type (3.52), deductive approach (3.61), and inte-

grative approach (3.51) was described as extensive and interpreted as oftentimes manifested, while repetitive exercises (3.36) were described as moderately extensive. The overall mean rating denotes the extent of learning action cell sessions, which was extensive. The extent of students' Learning styles in terms of visual (3.51), auditory (3.81), and kinesthetic (3.65) was often manifested; the overall mean rating of 3.66 denotes the extent of students' learning styles, which was oftentimes manifested and thus extensive. There was a significant correlation between the extent of the Teacher's Teaching strategies and students' Learning styles. Cooperative Learning had a .000 p-value and an R-value of .925, which showed a significant relationship. Lecture Type had a .000 p-value and an R-value of .746, which also have a significant relationship, and this specific indicator garnered the lowest R-value but not as low as 0.3. The deductive Approach has a p-value of .000, lower than 0.05, and an R-value of .898, which also has a significant relationship. Repetitive Exercises having a p-value of .000 and an R-value of .641, of which specific variable had a positive correlation. Lastly, the integrative approach has a p-value of .000, higher than 0.05, and an R-value of .873, which is interpreted as significant. As a result, the Teacher's teaching strategies reject the null hypothesis, stating that there is no significant relationship between the student's learning style and the teacher's teaching strategies in learning and teaching English.

4.2. Conclusions—Given the findings of the study presented, the following were the conclusions to wit; The extent of the teacher's teaching strategies in terms of cooperative learning, lecture type, deductive approach, and integrative approach was described as extensive and interpreted as oftentimes manifested, while repetitive exercises were described as moderately extensive. The overall mean rating denotes the extent of learning action cell sessions, which was extensive. The extent of students'

learning styles in terms of visual, auditory, and kinesthetic was often manifested; the overall mean rating of 3.66 denotes the extent of students' learning styles, which was oftentimes manifested and thus extensive. There was a significant relationship between the extent of the teacher's teaching strategies and students' learning styles.

4.3. Recommendations—With the presented conclusions of the study, the following were recommendations to wit; Public School District Supervisor. The district may consider implementing professional development programs that enhance teaching strategies. These programs should empower school principals with practical strategies for supporting kindergarten teachers and fostering a culture of continuous learning and innovation. Additionally, collaboration with educational experts and peer-sharing initiatives could contribute to the overall improvement of leadership practices within the district. School Principals may consider strategic emphasis on professional development, such as training and workshops on teaching strategy development management, ensuring that resources are allocated efficiently to create an optimal learning environment for students and teachers. Principals should prioritize providing adequate teaching materials, classroom infrastructure, and administrative support to enhance the overall teaching experience. Furthermore, fostering a positive school culture through open communication and collaborative decision-making would create a supportive atmosphere that boosts teacher morale and commitment. This study could provide valuable insights to school administrators on the current state of the status of the professional development of teachers in developing teaching strategies as well as in honing the learning styles of the students, particularly in English subjects in their respective schools. The study findings can help school administrators identify their students' struggles and develop appropriate interventions and pro-

grams to improve their English identity and academic self-efficacy. Teacher. May suggests active participation in ongoing professional development opportunities to stay abreast of the latest pedagogical research and methodologies. Collaborative efforts among teachers, facilitated by the school leadership, could provide a platform for sharing best practices and innovative teaching methods. Additionally, cultivating a sense of shared purpose and collaboration within the teaching staff could contribute to a positive school culture. The study's findings help English teachers identify their students' struggles and develop appropriate teaching strategies to enhance their students' English identity and academic self-efficacy. Through this research, teachers can also gain insights into effective teaching practices and strategies for promoting greater interest and motivation among their students in English-related subjects. Future Re-

searcher. May explore the long-term impact of enhanced leadership practices on teacher commitment and student outcomes. Research in this area can contribute valuable insights into the sustained effectiveness of leadership interventions and their broader implications for the quality of early childhood education. Continuous investigation and analysis would contribute to improving leadership practices and their impact on the educational landscape. This study can be a valuable reference and basis for future researchers interested in understanding the factors that shape students' attitudes and beliefs toward English. By building on the insights gained from this study, future researchers can continue to advance the field of English education and support the learning needs of students as influenced by the teachers' teaching strategies.

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