

Optimizing the Spelling Competence of Learners Through Visual, Auditory, Kinesthetic and Tactile (VAKT) Strategies

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Abstract— This study examines the impact of the VAKT (Visual, Auditory, Kinesthetic, and Tactile) method on the spelling competence of Grade 6 learners. The research used a quasi-experimental design (pre-test and post-test), comparing an experimental group exposed to VAKT-based instruction with a control group that received traditional instruction. Results indicated a statistically significant improvement in the spelling competence of the VAKT-exposed group, suggesting that the multisensory VAKT strategies optimize spelling accuracy and retention. These findings align with the goals of the Philippine K-12 curricula, promoting holistic learning and fostering the development of 21st-century skills. The study highlights the importance of multi-sensory learning strategies in addressing diverse learning needs and improving literacy outcomes. Despite the promising results, the study acknowledges the limitations caused by pre-existing differences in the group's initial spelling abilities. Further, research is recommended to investigate the specific elements of the VAKT strategies that contribute to these improvements and to explore their effectiveness across different educational contexts and age groups. This research provides a foundation for integrating the VAKT method into the curriculum and fostering a more engaging learning environment.

Keywords— VAKT Strategies, Multi-Sensory Learning, Spelling Competence, Engaging Environment, Diverse Learning Needs.

I. INTRODUCTION

Imagine a classroom where students are not just writing words on paper, but also forming letters with their hands, pronouncing them out, and visualizing words with their eyes. This is the possible benefit of teaching spelling using Visual, Auditory, Kinesthetic, and Tactile (VAKT) strategies.

Spelling is a fundamental skill that underpins literacy, yet many pupils struggle with it. It is an important skill that every child needs to learn to write a language successfully, while spelling ability is a crucial skill for language learners as it enhances communication and improves overall language proficiency. It is one of the most significant skills in language learning that can be considered for effective written communication. Spelling might be difficult for many people, but there are still many who believe they are good spellers.

Traditional spelling teaching methods, which often rely heavily on visual memorization, may not cater to the learning styles of all students. The VAKT strategies, which engage multiple senses, offer an alternative that could make spelling instruction more effective and inclusive. In this study the researcher aims to explore the impact of the Visual, Auditory, Kinesthetic and Tactile (VAKT) strategies in optimizing the spelling competence of Grade 6 pupils in Bacusanon Central Elementary School. In over the last few centuries, society has been increasing the value it places on accurate spelling and spelling difficult words have now become a mark of a good education. The VAKT strategies involve engaging students in activities that stimulate visual, auditory, kinesthetic, and tactile senses. By incorporating these sensory inputs pupils are more likely to retain and recall information effectively. A study by Brown et al. (2019) reveals that the VAKT method shows promise in enriching the spelling ability of pupils. Incorporating multiple sensory modalities can enhance learning outcomes which can also improve their spelling skills in a more effective and engaging manner. In fact, spelling does not have a national test, and many institutions did not test learners' spelling ability. Therefore, lesser consciousness about spelling competence in the general population is expected than that about reading or any other linguistic area of achievement.

According to Pan, Rickard, and Bjork (2021), a century ago, spelling skills were highly valued and widely taught in schools using traditional methods, such as weekly lists, drill exercises, and low- and high-stakes spelling tests. That approach was featured in best-selling textbooks such as the Horn-Ashbaugh Speller of 1920. In the early 21st century, however, uncertainty as to the importance of spelling has grown, some schools have deemphasized or abandoned spelling instruction altogether, and there has been a proliferation of non-traditional methods to teaching spelling. These trends invite a re-evaluation of the role of spelling in modern English-speaking societies and whether the subject should be explicitly taught (and if so, what are research-supported methods for doing so). As a teacher, I frequently

assess their skills in written language through essays and paragraphs composition. Often, correct spelling of words is considered as a strong indication of their intelligence and will have a vast impact on their exam results and their performance in my subject. In a study conducted by Saavedra & Barredo (2020), There are several factors that contribute to the poor writing skills in Filipino and English of the elementary pupils, data revealed that there are five factors that language teachers considered to have influenced the poor English and Filipino writing skills of the elementary pupils. Based on their experiences and observations while teaching writing to the pupils, the following was recorded: 1) lack of vocabulary in the target language; 2) difficulty in conveying and organizing ideas; 3) pupils' perception that writing is a hard task; 4) lack of motivation and interest in writing; and 5) the difficulty in spelling, grammar and sentence construction are the reasons why many elementary pupils have poor writing skills in English and Filipino.

Purposely, this study was conducted to identify what is the competence level of Grade 6 pupils in Bacusanon Central Elementary School in spelling. Also considering the fact that spelling is gradually neglected because of the major intervention of technology. For instance, the usage of spell checkers, and even of the modern ways of communication like chatting, texting, and exchanging mails that is, unfortunately, disregarding the main idea of spelling. At some point, spelling is not anymore, a big deal when an individual is texting or chatting. Additionally, educators saw spelling as a mere convention and there is just a minimal research conduct in spelling in comparison to reading and any other linguistic study.

This research aimed to further explore the impact of the VAKT strategies in optimizing spelling competence of Grade 6 pupils in Bacusanon Central Elementary School. It is therefore considered essential to provide appropriate intervention and activities to raise everyone's awareness of spelling. By doing so, the pupils could become interested in their academic work and finally be motivated to attend school. Nevertheless, the researcher expected to increase the awareness of individual pupils, most especially the grade 6 learners about their current standing in spelling and for the parents and teachers to find ways to aid the children's spelling ability. Researchers wanted to extend this study because they found spelling very essential most of all for the teachers, for the reason that if a person could not spell, he/she could not even write and eventually if an individual could not write he/she also could not read, and that would affect entirely its development in other areas which the elementary teachers need to investigate and take into consideration.

II. STATEMENT OF THE PROBLEM

This study aimed to determine the effect of Visual, Auditory, Kinesthetic and Tactile (VAKT) Strategies on Learners' Spelling Competence Among Grade Six Pupils in Bacusanon Central Elementary School, Pangantucan West District in the Division of Bukidnon for the school year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the spelling competence level of the grade 6 learners who are exposed to the VAKT Strategies and those who are exposed to the non-VAKT Strategies?
2. Is there a significant difference in the spelling competence of the grade 6 learners who are exposed to the VAKT Strategies and those who are exposed to the non-VAKT Strategies, in terms of:
 - a. pre-test; and
 - b. post-test?

Hypothesis of the Study:

The hypothesis below was formulated and tested at 0.05 level of significance

Null Hypothesis: There is no significant difference in the spelling competence of the grade 6 learners who are exposed to the VAKT Strategies and those who are exposed to the non-VAKT Strategies in terms of pretest and posttest.

III. REVIEW OF RELATED LITERATURE AND STUDIES

Vakt Strategies

The field of education has long been a subject of extensive research and exploration with various theories and methods emerging to enhance the learning experiences of learners. This paper aimed to explore key theory related to the VAKT strategies and how it influences teaching and learning strategies. This theory provided factual support to study conducted concerning the spelling competence of Grade Six pupils. Different strategies from this said concept were significant to determine what, and how well individual learners could spell. The strategies also supported the reasons contributing to the level of ability in the spelling of every learner.

One such theory that has gained significant connection is Howard Gardner's Theory of Multiple Intelligences (MI) which challenges the traditional notion of a single fixed intelligence (Gardner 1983). Alongside this, the VAKT (Visual Auditory Kinesthetic Tactile) teaching method has gained traction as an effective approach to addressing the diverse learning needs of students (Solis 2019). This paper aimed to explore the connections between Gardner's MI theory and the VAKT teaching strategies particularly in the context of Filipino education.

Gardner's Theory of Multiple Intelligences proposes that individuals possess multiple distinct forms of intelligence including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (Gardner 1983). This theory challenges the traditional view of intelligence as a single fixed entity and instead suggests that individuals may excel in one or more of these intelligences while potentially struggling in others. The theory of multiple intelligence has gained significant attention in the field of education as it offers a more comprehensive understanding of how students learn and process information. By acknowledging the diverse ways in which individuals can demonstrate their abilities the MI theory encourages educators to adopt a more personalized and inclusive approach to teaching and learning. This theory has important implications for teaching and learning as it suggests that educators should cater to the diverse learning styles of their students.

Incorporating activities that appeal to various intelligences, educators can create a more inclusive and effective learning environment for all learners.

On the other hand, In the field of language and literacy education the contributions of two remarkable individuals Dr. Samuel Orton and Grace Fernald have left an indelible mark. Their collaborative efforts in developing the VAKT (Visual Auditory Kinesthetic and Tactile) method have revolutionized the way we approach the teaching and learning of language skills.

Dr. Samuel Orton, a renowned neuropsychiatrist, was a pioneer in the field of dyslexia research. He recognized that traditional teaching methods were often ineffective for students with language-based learning disabilities (Orton 1925). Orton believed that a multisensory approach which engaged multiple sensory pathways could be the key to helping these students succeed.

Enter Grace Fernald, an educational psychologist and a leading figure in the field of language education. Fernald collaborated with Orton to develop the VAKT method which combined visual, auditory, kinesthetic, and tactile modalities to support language learning (Fernald 1943). This holistic approach aimed at addressing the diverse learning styles and needs of students, particularly those with dyslexia or other language-based challenges.

The VAKT method is characterized by its systematic and multisensory approach to teaching spelling skills. The process typically involves the following steps:

1. Visual: The student is presented with a written word or letter which they visually perceive and recognize.
2. Auditory: The student hears the word or letter being spoken allowing them to associate the sound with the visual representation.
3. Kinesthetic: The student physically traces the word or letter engaging their motor skills and muscle memory.
4. Tactile: The student may also feel the shape and texture of the word or letter further reinforcing the sensory connection.

By engaging in multiple senses, the VAKT strategies help students to build a stronger and more durable connection between the visual auditory and kinesthetic aspects of language. This multisensory approach has been particularly effective in supporting the learning of students with dyslexia as it addresses the specific challenges they face in processing and retaining language information (Gillingham & Stillman 1956).

The legacy of Orton and Fernald's work continues to be felt in the field of language education. The VAKT method has been widely adopted and adapted by educators, therapists, and researchers and its principles have influenced the development of various other multisensory teaching approaches (Gillingham & Stillman 1956; Orton-Gillingham Academy 2022).

These strategies recognize that students have different learning preferences and aim to cater to these preferences by engaging in multiple senses during the learning process. By incorporating a variety of instructional techniques, the VAKT strategies can enhance student engagement, comprehension, and retention of information. The VAKT strategies is based on

the premise that individuals learn best when they can engage in multiple senses during the learning process. For example, a student who is a visual learner may benefit from the use of diagrams, charts, and other visual aids while a kinesthetic learner may thrive through hands-on activities and movement-based learning. By incorporating a range of instructional techniques, the VAKT method aims to create a more inclusive and engaging learning environment. Furthermore, a study by Brown et al. (2019) demonstrated that the VAKT method not only improves spelling ability but also enhances overall language skills. By incorporating activities such as visual flashcards, auditory spelling drills, kinesthetic movement exercises, and tactile spelling games students can learn in a more holistic and engaging way.

The VAKT teaching strategies has been effectively implemented in various Filipino schools with positive outcomes for student learning and engagement (Solis 2019; Dela Cruz 2021). These studies highlight the importance of addressing the diverse learning needs of Filipino students which can be influenced by cultural socioeconomic and linguistic factors. In the Filipino educational context, the VAKT method has been particularly beneficial in addressing the diverse learning needs of students. Many Filipino students come from diverse backgrounds with varying levels of access to educational resources and support. By combining a multisensory approach to instruction, the VAKT method can help to level the playing field and provide all students with the opportunity to succeed.

Moreover, the VAKT method's emphasis on hands-on experiential learning can be particularly appealing to Filipino students who may respond well to a more active and engaging learning environment. The incorporation of visual, auditory, and tactile elements can also help to bridge language barriers and support the learning of students who may be English language learners or have other linguistic challenges.

In integrating this theory into the design and implementation of VAKT-based instructional strategies educators can create a more dynamic and engaging learning environment that caters to the diverse needs of students. Through recognizing and accommodating different learning styles, teachers can promote deeper understanding, retention, and application of knowledge across various subject areas. The VAKT strategies is enriched by theoretical framework such as Gardner's Theory of Multiple Intelligences. By understanding and applying this theory in educational practices teachers can create more inclusive and effective learning experiences for all pupils.

Moreover, spelling ability has also been linked to various academic performance including reading comprehension and overall academic achievement. A study by Kim et al. (2020) examined the relationship between spelling ability and reading comprehension in a sample of elementary school pupils. The researchers found that spelling ability was a significant predictor of reading comprehension even after controlling for factors such as word reading fluency and vocabulary knowledge. This highlights the crucial role that spelling ability plays in successful reading and comprehension as they enable individuals to accurately decode and understand written text.

Furthermore, a study by Dockrell et al. (2019) investigated the long-term academic outcomes of children with spelling difficulties. The researchers found that children with persistent spelling difficulties were more likely to experience lower academic achievement, poorer employment prospects, and increased risk of mental health problems in adulthood. These findings underscore the importance of early identification and intervention for children with spelling difficulties as these skills can have far-reaching implications for their future academic and personal success.

In connection, academic performance evaluates a student's success in a variety of academic courses. Typically, graduation rates, test scores, and classroom performance are used by educators to assess student achievement. Achievement, which can be determined by a cumulative grade point average or continuous assessment is the degree to which a learner, instructor, or institution has met their short- or long-term learning objectives Juntilla (2023).

IV. METHODOLOGY

Research Design

In this study, the researcher employed a randomized two-group pre-test-posttest design (quasi-experimental design) method of research. The quasi-experimental method in research uses a randomized method in assigning subjects to groups with pre-post intervention (Thomas, 2022). In the context of this study, this method was used to evaluate the effectiveness of the VAKT Strategies as a spelling teaching intervention, determining the significant difference in the spelling competence level of the learners in the pre-test and post-test between the VAKT exposed group and non-VAKT exposed Group among Grade Six learners.

The study also utilized a questionnaire to collect, analyze and interpret information describing the relationship of the spelling competence level of the learners.

Participants of the Study

The respondents of this study were from two of the three sections of Grade 6 learners. These two randomly selected sections shared the same characteristics as both were heterogeneous classes with the same number of enrolments. Section A, which is composed of thirty-nine (39) learners, was assigned as the non-VAKT exposed Group, where they used the traditional method of teaching spelling. On the other hand, section B, also consisting of thirty-nine (39), was assigned as the VAKT exposed Group, where the VAKT Method was used as a teaching spelling intervention. Hence, seventy-eight (78) learners were included as participants in the study.

TABLE 1. Distribution of Respondents

	Number of Respondents		Total
	Male	Female	
Non-VAKT	16	23	39
VAKT	22	17	39
Over -All	38	40	78

Data Collection Methods

Before the administration of the spelling test, a letter of request addressed to the Schools Division Superintendent

through the school principal asking permission to conduct the study was presented. The advisers of the sections included were informed about the study including its process. Informed assent was given to the participating sections to ask permission from their parents since the participants are still minors.

On the scheduled date of the data gathering, the researcher personally administered the test to the two Grade Six sections. The 30-item spelling questionnaire was used to test the spelling competence level of the learners. In answering the test, the researcher distributed the questionnaire personally, explained it thoroughly, and interpreted it in the local dialect for better understanding. The participants did not receive any honorarium from the researcher, but they were informed of the results of the study after its conduct.

Both groups took the pre-test to measure their initial spelling competence level. The VAKT Strategies in teaching spelling was applied to the VAKT exposed Group as an intervention daily, while the non-VAKT exposed Group used the traditional method where it relied heavily on visual memorization and oral drills in teaching spelling. The results of the learners' spelling performance using the interventions were recorded to track their improvement. The duration of the study was nine (9) weeks to know the effectiveness of the strategies used in the VAKT exposed group. At the end of the nine-week duration, the post-test was administered to both groups using the same instrument.

After having the pre and post-tests, the results were tallied, summarized, and tabulated.

Scoring Procedure

Table 2 is the scoring procedure of the study. The spelling competence level of pupils was identified using this interval scale. This interval scale is attached together with the data gathering instrument originally made by Cook (2004).

TABLE 2. Interval Scale for Scoring Procedure

Description of Students' Achievement	Composite Score (Grade) in %
Very High	97 and Above
High	90-96
Above Average	78-89
Average	24-77
Below Average	12-23
Low	5-11
Very Low	0-4

Very High. The learners have developed very well the spelling proficiencies.
High. This means that the learners have developed enough the proficiencies in spelling.
Above Average. The pupils acquired more than the desired competencies in spelling.
Average. This means that the pupils acquired the desired competencies in spelling.
Below Average. The pupils' competencies in spelling did not meet what is desired.
Low. The competencies of pupils in spelling did not develop.
Very Low. The learners' capabilities in spelling did not develop at all.

Statistical Treatment

The following statistical techniques were utilized in analyzing and interpreting the data gathered. The two kinds of statistics were employed in this research.

The descriptive design, using the frequency distribution,

mean and standard deviation were used in finding the spelling competence level of the grade 6 learners who are exposed to the VAKT Strategies and those who are exposed to the non-VAKT Strategies.

Moreover, the inferential statistics, specifically correlation analysis using ANCOVA (Analysis of Covariance) were utilized to determine if there was a significant difference between the spelling competence of the grade 6 learners who are exposed to the VAKT Strategies and those who are exposed to the non-VAKT Strategies in terms of pretest and posttest.

V. DISCUSSION OF RESULTS

Level of Spelling Ability of Learners Between Groups

TABLE 3. Frequency Distribution of Respondents' Pre-test Performance

VAKT Group				Mean 8.54	Non-VAKT Group			Mean 11.97
Scores	F	%	Q.I		F	%	Q.I	
1 - 5	11	28.2	Average	SD 4.22	5	12.8	Below Average	SD 4.72
6 - 10	15	38.5	Average		8	20.5	Below Average	
11 - 15	13	33.3	Average		15	38.5	Average	
16 - 20	0	0			11	28.2	Average	
21 - 25	0	0			0	0		
26 - 30	0	0			0	0		

Legend: Very High - 97% and above
Above Average- 78%-89%
Below Average- 12%-23%
Very Low- 0%-4%

High- 90%-96%
Average- 24%-77%
Low- 5%-11%

This table presents the spelling ability level of two groups, Non-VAKT and VAKT Exposed group of learners during the pre-test performance. The VAKT exposed group's mean score of 8.54, SD of 4.22, and percentage of 28.45% indicate slow performance, which may demonstrate a stark necessity for improvement in spelling because of the pretest performance. The non-VAKT exposed group has a higher mean score of 11.97, with a standard deviation of 4.72. This advises a higher average pre-test performance compared to the VAKT exposed group, but with slightly greater variability. Even though this percentage merged with the pretest implies the average at 34% across every study group, the total pretest performance (34%) demonstrates the students' desperation to learn.

The pre-test results reveal a notable difference in spelling ability between the Non-VAKT and VAKT exposed groups, with the non-VAKT exposed group demonstrating a higher average score. This indicates that the participants in the non-VAKT group may have possessed a stronger foundation in spelling prior to the intervention. Several factors could contribute to this disparity. They might have more exposure to formal spelling instruction, possibly through previous schooling or extracurricular activities. In addition, individual learning styles and prior experiences with language could play a role. It is also possible that the non-VAKT exposed group was simply more motivated or engaged during the pre-test. It is important to note that this pre-existing difference in spelling

ability could possibly influence the effectiveness of the VAKT method, as the VAKT exposed group might need to overcome a greater initial deficit to achieve comparable results.

Table 4 presents the posttest results of the spelling ability level of two groups, Non-VAKT and VAKT Exposed group of learners, the VAKT exposed group achieved the highest mean score of 22.59 with a standard deviation of 3.52. This score translates to a 75.33 percent performance rate, which is rated average. The non-VAKT exposed group had a lower mean score of 20.00 and a higher standard deviation of 3.66 compared to the VAKT exposed group in which 66.67 percent performance is average. The scores entirely demonstrate that the VAKT exposed group performed better than the non-VAKT exposed group. The scores of both groups depict that the intervention, as seen in the VAKT exposed group's performance, significantly influenced the posttest results.

TABLE 4. Frequency Distribution of Respondents' Posttest Performance

VAKT Group				Mean 22.59	Non-VAKT Group			Mean 20.00
Scores	F	%	Q.I		F	%	Q.I	
1 - 5	0	0		SD 3.52	0	0		SD 3.66
6 - 10	0	0			0	0		
11 - 15	0	0			3	7.7	Low	
16 - 20	13	33.3	Average		19	48.7	Average	
21 - 25	17	43.6	Average		13	33.3	Average	
26 - 30	9	23.1	Average		4	10.3	Low	

Legend: Very High - 97% and above
Above Average- 78%-89%
Below Average- 12%-23%
Very Low- 0%-4%

High- 90%-96%
Average- 24%-77%
Low- 5%-11%

The reported standard deviations within the groups imply a certain level of variation in individual performances yet still falling within the average range. The higher standard deviation for the non-VAKT exposed group is indicative of a wider variation in scores, hinting at potential inconsistencies in the learning outcomes. In contrast, the VAKT exposed group's lower standard deviation shows more uniform posttest performance, supporting the effectiveness of the applied intervention.

TABLE 5. Comparison of Learners' Performance between VAKT exposed and non-VAKT exposed Group

GROUP	N	MEAN	SD		
NON-VAKT EXPOSED	39	20.00	3.66		
VAKT EXPOSED	39	22.60	3.52		
Source	Type III Sum of Squares	DF	Mean Square	F	Sig.
Group	165.041	1	165.041	13.127	.001**
Pretest (Covariate)	36.459	1	36.459	2.900	
Error	942.977	75	12.573		
Corrected Total	1110.218	77			

R Squared = .151 (Adjusted R Squared = .128)

* Highly Significant at 0.05 Level

Table 5 presents the results of a statistical analysis comparing the performance of learners in spelling who were

exposed to VAKT (Visual, Auditory, Kinesthetic, and Tactile) learning strategies and those who were not. The results show that there is a statistically significant difference in performance between the two groups, with VAKT-exposed learners scoring higher on average (mean = 22.60) than non-VAKT-exposed learners (mean = 20.00), thus rejecting the null hypothesis.

The effect size, as measured by partial eta squared, is .151, indicating that the VAKT exposure explains 15.1% of the variance in performance. This entails that VAKT exposure has a moderate effect on learner performance. This suggests that prior knowledge or skills may also play a role in learner performance. Further research is needed to investigate the interplay between VAKT exposure and other factors that influence learner performance.

VI. FINDINGS, CONCLUSION AND RECOMMENDATION

Findings

Based on the results presented, the research reveals key findings regarding the impact of the VAKT strategies on learners' Spelling Competence.

The VAKT strategies demonstrated a positive effect on the spelling competence of the VAKT exposed group compared to the non-VAKT exposed group. This finding is evident in the post-test results, which showed a greater improvement in spelling scores for the VAKT exposed group.

While both groups improved, the VAKT exposed group exhibited a statistically significant greater improvement in spelling performance compared to the non-VAKT exposed group. The initial pre-test results revealed a significant difference in spelling competence between the VAKT exposed and non-VAKT exposed groups, with the non-VAKT exposed group performing better suggesting that the VAKT method has a positive impact on learners' spelling skills and aligns well with the Philippine K to 12 curriculum's goals of developing 21st-century skills, fostering a holistic learning environment, and promoting effective literacy development.

Conclusion

In the light of the findings, the following conclusions were drawn:

Firstly, the VAKT strategies optimize learners' spelling competence and the VAKT strategies made a real difference in helping students improve their spelling skills, more so than traditional teaching methods. Pupils who learned with VAKT method, which involve seeing, hearing, touching, and moving performed better in their post-tests than those who were not exposed to this method. This multi-sensory learning method seems to make spelling lessons stick more effectively in students' minds, which supports the goals of the Philippine K to 12 curricula in building well-rounded skills for the modern world.

Secondly, The VAKT strategies are a promising tool for engaging diverse learners, although both groups showed improvement, the VAKT exposed group's gains were significantly greater, suggesting that these strategies work especially well for different learning styles. By using VAKT-based strategies, teachers can create more engaging and

personalized learning experiences for students. With continued refinement, the VAKT strategies have strong potential to help students unlock their full abilities in language learning.

Recommendations

In the light of the conclusions given, the following are hereby recommended:

The department might consider integrating VAKT-based strategies into the existing curriculum for Grade 6. This could involve developing dedicated VAKT-focused lessons or incorporating VAKT elements into existing lesson plans. They may also provide professional development opportunities for teachers implementing VAKT effectively. Training that may cover the theoretical underpinnings of VAKT's practical strategies for incorporating it into various learning activities, and assessment methods for evaluating its impact.

The school may allocate resources to support the implementation of VAKT, including purchasing materials, providing access to technology, and creating dedicated spaces for VAKT-based activities, fostering a culture of collaborative learning among teachers, encouraging them to share the best practices and resources related to VAKT implementation. It might also involve creating a dedicated VAKT resource center or organizing workshops and peer-to-peer coaching sessions.

Teachers might utilize VAKT to cater to diverse learning styles and needs. This could involve creating differentiated activities that engage learners through visual, auditory, kinesthetic, and tactile modalities. Regularly assess the effectiveness of VAKT-based strategies and provide targeted feedback to learners. This feedback may focus on identifying areas of strength and areas for improvement, guiding learners towards greater mastery of spelling.

Parents may spend more time teaching their children about spelling to progress their spelling skill and might practice them using VAKT align strategies.

Learners may be encouraged to actively participate in VAKT-based activities, embracing the multi-sensory approach and engaging in learning materials through different modalities and to reflect on their learning experiences with VAKT, identifying how the different modalities contribute to their understanding and identifying areas where they feel most engaged and effective.

Future researchers might use this study as a reference for future studies which they find relevant.

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