



**A SURVEY STUDY OF STUDENTS' LEARNING STYLES  
AND THEIR IMPACTS ON ENGLISH LANGUAGE  
TEACHING IN MATHAYOM 6 AT A GOVERNMENT  
SCHOOL IN SAMUT SAKHON PROVINCE**

**BY**

**SIRIN ROJRATTANAPRON**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
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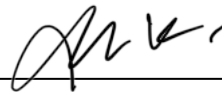
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## ABSTRACT

This research investigates the preferred learning styles among Mathayom 6 students in government schools within Samut Sakhon Province, Thailand, and examines their influence on English language teaching. English language proficiency is crucial in today's interconnected world, and understanding how students learn best can significantly enhance teaching effectiveness. However, there is a gap in research regarding the alignment of teaching methods with students' preferred learning styles, particularly in the context of English language education in Thailand. The aim of this study is to identify the preferred learning styles of Mathayom 6 students and explore their impact on English language teaching. The research questions focus on determining the dominant learning styles among students and examining how these preferences influence their English language learning outcomes. To address these questions, Reid's Perceptual Learning-Style Preference Questionnaire was utilized to gather data from 95 participants. The questionnaire included demographic information and items assessing students' preferred learning styles. Statistical analysis, including descriptive statistics, was conducted to analyze the data and draw meaningful conclusions. Key findings reveal that auditory learning emerged as the most favored style among students, followed by kinesthetic and visual learning. Notably, there was a significant correlation

between auditory learning style preference and higher English course performance. These findings underscore the importance of tailoring teaching methods to accommodate students' diverse learning styles.

**Keywords:** Learning styles, Learning preference



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The majority of nations around the world use English as a second language. Thanks to the English language, people from all over the world may connect directly through in person contacts and indirectly, for instance. Thai people learn English in both formal and informal settings with the aim of being able to communicate verbally and in writing, helping them to interact with people from other countries. The way that each person learns, or their learning style, is an important aspect of learning English. A broad concept is that learning style has a significant impact on the educational objectives of the classroom. Educational impacts are significantly influenced by students' preferences and learning styles, which convert into different kinds of learning styles (Leung & Weng, 2007).

It's suggested that learning styles play a role in how learners absorb information and interact with their learning environment (Azlinda, 2006). Discovering their preferred learning styles can enable language learners to organize and oversee their language learning tasks. This discovery can help students leverage their innate abilities and tendencies, sustaining their motivation and facilitating progress in language acquisition (Azlinda, 2006, p. 1). “Understanding styles can improve the planning, producing, and implementing of educational experiences, thus they are more suitably harmonious with students’ wishes, in order to improve their learning, retention and retrieval” (Federico, 2000). As a result, teachers should not overlook the significance of choosing the most effective teaching approach to build the best student learning style. Language acquisition and student achievement are strongly influenced by teaching and learning methods. To support the efficiency of each student's learning style, collaboration between students and teachers is essential.

This study aimed to determine the learning styles and preferences of students in government schools in Samut Sakhon Province using Reid's Perceptual Learning-Style Preference Questionnaire. To be beneficial to teachers, the findings of this study are intended to help the teachers design course that can facilitate students' learning and enhance their educational success with the provision of suggestions and recommendations.

## 1.2 Research Objectives

- 1) To identify the preferred learning styles of the students in a government school in Samut Sakhon Province.
- 2) To investigate the influence of learning styles on English language teaching

## 1.3 Research Questions

This study aims to answer the following questions:

- 1) What are the preferred learning styles among students in a government school in Samut Sakhon Province?
- 2) How does preferred learning style influence English language teaching?

## 1.4 Definition of Terms

The definitions of the terms of this study are as follows:

- 1) “Students” refers to Mathayom 6 students who were studying in a government school in Samut Sakhon Province.
- 2) “School” refers to a government school in Samut Sakhon Province.
- 3) “Learning style” refers to three learning styles: visual, auditory, and kinesthetic.
- 4) “English language teaching” refers to the practice and profession of teaching the English language in a government school in Samut Sakhon Province. It encompasses various aspects, such as vocabulary, grammar, pronunciation, listening, speaking, reading, and writing skills.

## 1.5 Scope of the Study

This study was conducted with 95 Mathayom 6 students who were studying English in daily life (E33204) during the second semester of 2023. It focused only on determining which learning style is more popular at a government school in Samut Sakhon Province and how their preferences affect English language teaching. However, the study has the potential to reveal how preferred ways of learning English affect course design, which encourages students to achieve successful learning.

### **1.6 Significance of the Study**

This study of learning styles and their impacts on English language teaching is significant in several respects.

1) This study will be beneficial to teachers who teach government school students or other teachers in similar contexts to the study sample in terms of focusing on the need to be aware of students' preferred learning styles.

2) The results of the study can offer guidance for teachers to create courses that facilitate students in learning English.

3) The information from the study can suggest ways in which teachers can best help their students learn based on their preferred learning styles.

### **1.7 Organization of the Study**

This research, which is separated up into five chapters, investigates how various styles of learning affect the teaching of English (Mathayom 6) in a government school located in the province of Samut Sakhon. There are five chapters. The first chapter presents the background of the study, the research questions, the objectives of the study, the definitions of terms, the scope of the study, the significance of the study, and the organization of the study. The second chapter includes a literature review and related studies. The third chapter describes the research methodology applied in this study, consisting of subjects, instruments, procedures, and data analysis. The fourth chapter reports the results of the study. The last chapter provides a summary of the entire study, the discussion of the findings, the conclusion, and recommendations for further research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews the literature in the main areas of learning style preferences along with a summary: (1) definitions of learning styles, (2) types of learning styles, (3) multiple intelligence Theory (MIT) and learning styles, (4) the advantages of identifying learning styles, and (5) relevant research and summary.

#### **2.1 Definitions of Learning Styles**

Various perspectives exist regarding the determination of learning styles. Several definitions have been provided by researchers in the field. Brown (2000) characterizes learning styles as the methods individuals employ to understand and process information within educational settings. Additionally, Brown suggests that preferences for certain learning situations or conditions are integral components of learning styles. Celcia-Murcia (2001) defines learning styles as encompassing the overall approaches, such as global or analytic, auditory or visual, utilized by students when learning a new language or any other subject. This definition emphasizes how learners perceive, engage with, and respond to the learning environment. According to MacKeracher (2004), learning style encompasses a blend of cognitive, emotional, social, and physical behaviors that consistently reveal how learners engage with their learning environment. Reid (1998) emphasizes that learning styles are intrinsic traits, often unnoticed by learners themselves, which impact how they absorb and understand new information. Furthermore, Reid suggests that individuals maintain these preferred learning styles regardless of the teaching methods or classroom environments they encounter. Notably, research indicates that successful students often exhibit preferences for multiple learning styles, and there is evidence to suggest that students can adapt their learning styles through experimentation and practice. From my investigations into language learning in the classroom, my perspective on learning styles and preferences is that they represent the ways in which learners comprehend information, independent of their awareness of the surrounding environment (Reid, 1998). This suggests that learning styles are inherent and may not necessarily be consciously chosen by learners.

## 2.2 Type of Learning Styles

Reid (1998) explained that students learn in many different ways. The ways the students prefer to learn English can be derived from the Perceptual Learning Style Preference Questionnaire. The results from the questionnaire, in many cases, show how well students learn material in different situations.

**Visual Major Learning Style Preference:** Students learn by looking at words in books, workbooks, and on the chalkboard. They are better able to recall and comprehend instructions and information when they read the words. With a book, they may frequently learn on their own. They don't require as much spoken explanation as a student who learns by hearing. They should take notes during lectures and verbal instructions if they want to memorize the information. Reid (1998). Visual learners learn best from visuals and perceive in pictures. They depend on nonverbal clues from the facilitator or instructor, such as body language, that help in their learning. Visual learners sometimes choose to sit in the front of the classroom. In addition, they make extensive observations on the information being provided (Ldpride, n.d.).

**Auditory Major Learning Style Preference:** Oral explanations and spoken language are two ways that students learn. Students remember information best when they read aloud or make sounds with their lips while they read, especially when they are reading new material. Students benefit from listening to lectures, audio recordings, and group discussions. They learn from talking with their teacher, talking to other students, and creating audio tapes. Reid (in 1998). The proceedings These people learn by listening and making sense of what they receive through pitch, intensity, and speed. These individuals may not fully comprehend written material and instead learn it through classroom reading aloud (Ldpride, n.d.).

**Kinesthetic Major Learning Style Preference:** Students learn best by experience, by being involved physically in classroom experiences. They actively participate in activities, field trips, and role-playing in the classroom in order to remember information well. A combination of stimuli—for example, an audio tape combined with an activity—will help them understand new material. Reid (1998). Kinaesthetic learners thrive when they can actively engage with hands-on activities, preferring to interact with the physical aspects of their environment.

Similar to Reid's (1987) classification, Barsch (1996) divided learning styles into three different categories. To examine the preferences of visual, auditory, and kinesthetic learners, Barsch created an inventory of learning styles and a self-assessment questionnaire. The table provides an explanation and some learning directions for each type.

Learning Style	Characteristic
Visual Learner	<ul style="list-style-type: none"> <li>- needs to see it to know it</li> <li>- has a strong sense of color</li> <li>- may have artistic ability</li> <li>- has difficulty with directions given in spoken form</li> <li>- may be easily distracted by sounds</li> <li>- trouble following lectures</li> <li>- misinterpretation of spoken words</li> </ul>
Auditory Learner	<ul style="list-style-type: none"> <li>- prefers learning by listening</li> <li>- needs to hear it or speak it to know it</li> <li>- has more difficulty following written directions than spoken ones</li> <li>- prefers listening to reading and writing</li> <li>- may have difficulty reading body language and facial expression</li> </ul>
Kinesthetic Learner	<ul style="list-style-type: none"> <li>- prefers hands-on learning activities</li> <li>- can assemble parts without seeing the instructions</li> <li>- has difficulty sitting still</li> <li>- learns better when involving in physical activity</li> <li>- may be very well coordinated and have athletic ability</li> </ul>

### 2.3 Multiple Intelligence Theory (MIT) and Learning Styles

Howard Gardner's theory of multiple intelligences (MIT) (1983, 1999) has made a significant impact on cognitive science and represents a learner-centered philosophy. This approach has gained popularity in describing the individual uniqueness of learners and in designing instructional strategies that cater to this diversity (Richards & Rodgers, 2001, p. 123). MIT outlines nine distinct intelligences, which have been developed to enhance comprehension of how cognitive variances among individuals can be catered to and enhanced within educational settings. Gardner (1999) categorized these as mathematical-logical, verbal-linguistic, musical-rhythmic, bodily-kinaesthetic, interpersonal, intrapersonal, visual-spatial, naturalist, and existential intelligences.

These various intelligences represent a diverse range of individual differences among learners. They are viewed as personal tools that each individual possesses to comprehend new information and store it in a manner that allows for easy retrieval when necessary. The different intelligences are regarded as having equal value; none of them is deemed superior to the others. In their fundamental state, they exist to some degree in every person, although individuals typically exhibit greater proficiency in

certain intelligences compared to others. Each of these frameworks operates independently, can be modified, and can be developed through training. Furthermore, they interact with one another to facilitate the resolution of everyday problems (Gardner, 1999).

Advances in educational research, especially concerning learning styles, have been significant, particularly in understanding the diverse characteristics of students in language classrooms. Reid (1999) explores various dimensions of language learning, such as multiple intelligences, perceptual learning styles, field dependence/independence, analytic/global learning styles, and reflective/impulsive learning styles. She underscores the importance of cultivating learners' awareness of their own learning styles, which can lead to increased interest and motivation, greater student ownership of learning, and the development of a more cohesive classroom community. These shifts primarily focus on emotional aspects and have contributed to more effective learning outcomes (Reid, 1999).

Gardner's research findings indicate that human cognitive ability is diverse rather than singular, and students are more likely to excel in any subject when they are able to leverage their strengths to comprehend the material. It is suggested that educators employ a range of instructional strategies to address the topic, as this approach is conducive to fostering genuine understanding that can be demonstrated to others (Gardner, 1991, p. 13). In the context of a second language classroom, learners can be motivated by incorporating various methods of sense-making through tasks that cater to different types of intelligences. By offering a mix of language activities that target the various intelligences identified by Gardner (1999), it becomes feasible to activate multiple memory pathways essential for achieving lasting, profound learning outcomes (Schumann, 1997). It is essential to provide a well-rounded approach in language classes that incorporates various perspectives on the same concept, rather than focusing on addressing each learner's multiple intelligence profiles individually. According to Schumann (1999), learners' perceptions of their ability to handle language tasks are influenced by how teachers present the material and engage them in the learning process. By utilizing the MIT framework to plan language learning activities, students are better equipped to face challenges and succeed. Recognizing their

capabilities can boost learners' self-esteem and contribute to improved outcomes in language acquisition.

#### **2.4 The Advantages of Identifying Learning Styles**

Learning style plays a significant role in the lives of individuals. Once individuals are aware of their learning style, they can incorporate it into their learning process, enabling them to learn more easily and quickly, and ultimately achieve success. Additionally, identifying one's learning style as a student has the advantage of enhancing problem-solving skills. The ability to effectively solve problems contributes to an individual's sense of control over their own life (Biggs, 2001). It is crucial for individuals to receive education in areas that align with their learning styles. If a person is educated in an area that does not cater to their learning style, they may experience a lack of confidence, reduced success, and consequent frustration. Understanding one's learning style also provides insight into why they may learn differently from others, empowering them to take control of their learning process. This autonomy in learning is essential, as it signifies the individual's ability to take responsibility for their own learning. Consequently, it is imperative for individuals to have a clear understanding of their learning style as an integral part of the learning process. This self-awareness is crucial in acquiring knowledge, which is constantly evolving and adapting independently. Ultimately, a sense of confidence in learning is nurtured when learners are equipped with the skills to effectively absorb new information. By mastering the art of learning and adapting to different learning styles, the reliance on authoritative guidance from teachers diminishes. Instead, teachers play a supportive role while students take charge of their own learning journey, placing them at the core of the educational experience. Through problem-solving and leveraging their unique learning preferences, students are empowered to set goals and navigate their learning path with autonomy. This self-awareness distinguishes individuals who have a clear understanding of their learning style preferences from those who do not. By knowing what and how they want to learn, individuals undergo a transformative shift in their approach to acquiring new knowledge (Fidan, 1986).

## 2.5 Relevant Research

Khamkhien (2012) conducted a study involving 262 Thai university students who were learning English as a foreign language. The aim was to determine the preferred learning techniques among Thai learners in language acquisition and to assess the impact of learning experiences, gender, and field of study. The study utilized the Perceptual Learning-Style Preference Questionnaire to gather data. Results revealed that Thai learners favored auditory, kinesthetic, group, tactile, visual, and individual learning styles, in that sequence. Among the three factors studied, the field of study emerged as the most influential on the selection of learning styles. The research suggests that teaching methods should be customized to align with students' learning preferences. Furthermore, to enhance learning outcomes, materials and classroom activities should be designed to match students' learning styles.

Hyland (1993) utilized a large sample of Japanese undergraduate EFL students in Japan and New Zealand to duplicate Reid's work using perceptual learning style preferences. Based on responses to 405 questionnaires, it was found that although Japanese students did not have a preferred major learning style, they did have modest preferences for kinesthetic and auditory learning methods. Additionally, the findings indicated that, when taught by native speakers, there was a propensity for these patterns to alter. Therefore, knowing their students' learning styles, adapting their teaching to accommodate each type, and choosing suitable classroom activities for each style were all consequences for teachers working with Japanese EFL students.

Samad (2007) carried out a study to determine the preferences of 637 students' perceptual learning styles and the degree to which these matched the perceptions of 21 teachers about their students' perceptual learning styles. To collect the information, the researcher used semi-structured interviews and self-reporting questionnaires. The findings showed that all six groups of students' preferred perceptual learning styles were majors. In addition, the teachers revealed that they changed their teaching and instructional tactics in order to meet the students' varying preferred learning styles.

Reid (1987) presented findings from a comprehensive study involving around 1300 ESL students enrolled in intensive English language programs across the United States, who participated in her survey. The extensive data analysis yielded the following results:

- The majority of ESL students studying English in the U.S.A. demonstrated strong preferences for kinesthetic and tactile learning styles.

- Most students exhibited a disfavor towards group learning, indicating a preference against this method. Moreover, Reid's study also included Thai ESL students studying English in America. The findings indicated that these students predominantly favored kinesthetic and tactile learning styles, with lesser preferences for visual, auditory, and individual learning methods. Additionally, the study revealed a reluctance towards group learning among Thai students.

The studies by Khamkhien (2012), Samad (2007), Hyland (1993), and Reid (1987) provide valuable insights into English language teaching and learning styles. Khamkhien's study with Thai university students revealed preferences for auditory, kinesthetic, and group learning, influenced significantly by the field of study. Samad's research found alignment between students' preferred learning styles and their majors, with teachers adapting their strategies accordingly. Hyland's study on Japanese EFL students highlighted modest preferences for kinesthetic and auditory methods, potentially influenced by teaching from native speakers. These findings underscore the importance of tailoring teaching methods to accommodate students' preferred learning styles, ultimately enhancing English language learning outcomes. To enhance teaching practices based on the findings of these studies, educators can implement various strategies to better accommodate students' diverse learning styles. Firstly, fostering an understanding of individual students' preferences is crucial. Teachers can administer assessments or surveys at the beginning of the course to gauge students' preferred learning styles. Armed with this information, instructors can tailor their teaching methods to align with these preferences.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes: (1) The subject, (2) research instrument, (3) data collection, and (4) data analysis

#### **3.1 Subjects/Participants**

The participants of this study were 95 Mathayom 6 students who were studying English in daily life (E33204) in a government school in Samut Sakhon Province. The total number of students was 45 males and 50 females; most of them were 18 years old.

#### **3.2 Research Instrument**

The Perceptual Learning Style Preference Questionnaire (PLSPQ), developed by Reid (1987), was employed to gain insights into the learning preferences of students. This questionnaire was specifically designed for learners of foreign languages. By evaluating the students' preferred learning styles, the PLSPQ examines how they effectively acquire knowledge through their visual, auditory, and kinesthetic perceptions.

The questionnaire comprised two sections: one focusing on demographic details and the other containing 15 items that gauged the students' PLSP. The former segment was crafted by the researcher, while the latter was borrowed from Reid's PLSP questionnaire. Each student evaluated the statements in relation to their English learning experience. The researcher selected fifteen PLSPQs for the second part, encompassing questions pertaining to visual, auditory, and kinesthetic preferences. Participants were required to indicate their level of agreement with each item on a scale ranging from 1 to 5 during their English learning process. Each numerical value represented a specific degree of agreement, including: (5) strongly agree, (4) agree, (3) undecided, (2) disagree, and (1) strongly disagree.

To investigate how teaching English is affected by students' learning styles, particularly in relation to their grade point average (GPA), GPA data was collected from participants' academic records, specifically focusing on their performance in English

courses. Through rigorous analysis, correlations between students' preferred learning styles and their GPA in English courses were examined. To determine how significant and which way these connections are headed, statistical methods, including correlation analysis, were used. The interpretation of results is crucial in understanding the impact of learning styles on academic achievement in English. For instance, if visual learners tend to exhibit higher GPAs in English courses, educators may consider incorporating more visual aids and activities into their teaching methodologies. Conversely, if auditory learners demonstrate lower GPAs, adjustments in instructional strategies could be made to better accommodate their needs.

### **3.3 Data Collection**

The survey was taken privately online using Google Forms. Therefore, the questionnaire was distributed to the 95 students in the LINE group and submitted at the appropriate time during their regular English class. For completing the surveys, they were provided with detailed instructions and justifications. When the surveys were collected, they were transferred to a Google Form.

After gathering all GPA data from participants' academic records, focusing on their performance in English courses, the researcher also administered a learning style assessment to determine students' preferred learning modalities (e.g., visual, auditory, and kinesthetic).

### **3.4 Data Analysis**

After the researcher gathered all the information from the questionnaires, the SPSS program was used to analyze the data. The data concerning participants' general background and their perceptual learning style were calculated and presented in percentages. Each of the learning styles, including visual, auditory, and kinesthetic, was calculated into mean scores. The descriptive data were used to analyze the most preferred learning style of students at Krathumbean Wiset Samuttakhun School.

The statistics used in the study were:

- 1) Frequency distribution and percentage were used to present the demographic information from Part 1.

2) Arithmetic mean, percentage, and standard deviation were used to evaluate the preferred learning styles of the elementary students towards English study. A five-point Likert scale was used to rate the respondents' degree of language learning style preferences.

The criteria below were adopted from Jindatip (2012).

Mean Range	Interpretation
4.51-5.00	strongly agree
3.51-4.50	agree
2.51-3.50	undecided
1.51-2.50	disagree
1.00-1.50	strongly disagree

To investigate the relationship between students' learning styles and their GPA in English courses, we used SPSS software to organize our data. We created distinct variables for each student's learning style (visual, auditory, and kinesthetic) and the corresponding GPA in English courses. After preparing the dataset, we conducted a thorough analysis using SPSS by calculating descriptive statistics for each learning style group. This involved computing the mean GPA within each group to understand the central tendency and variability of academic performance among students with different learning styles. Finally, we performed statistical tests to determine whether the GPAs of the different learning style groups differed significantly from one another. The analysis revealed statistically significant differences in the mean GPA among the groups.

## CHAPTER 4

### RESULTS

The preceding section detailed the research methodology. This chapter presents the findings of the survey conducted on students' learning style preferences, organized into two sections: demographic information and students' preferences in language learning styles.

#### 4.1 Demographic Information

The demographic information included gender, age, the level of education, English grade, the years of studying English, and the purpose of studying English. The results are shown as follows:

**Table 1**

*Distribution of Respondents by Age*

Age	Frequency	Percent
16	2	2.11
17	24	25.26
18	69	72.63
Total	95	100.00

As shown in Table 1, all respondents (100%) were 45 males and 50 females who were studying English in daily life (E33204) in the government school in Samut Sakhon Province. The age of respondents ranged from 16-18 years old. Most of them were 18 years old (72.63%), followed by 17 years old (25.26%). All respondents were 95 Mathayom 6 students (100%).

**Table 2**

*Distribution of Respondents by English Grade and No. of Years Studying English*

English grade	Frequency	Percent
1.0	3	3.16
1.5	6	6.32

2.0	11	11.58
2.5	9	9.47
3.0	8	8.42
3.5	27	28.42
4.0	31	32.63
Total	95	100.00
<b>No. of years of studying</b>	Frequency	Percent
<b>English</b>		
4 years	1	1.05
5 years	6	6.32
>6 years	88	92.63
Total	95	100.00

The English grades from the final test of the second semester of 2023 of respondents were mainly 4.0 (32.63%), followed by 3.5 (28.42%), 2.0 (11.58%), 2.5 (9.47%), 3.0 (8.42%), 1.5 (6.32%), and 1.0 (3.16%). Most of the students had studied English as a foreign language for more than 6 years (92.63%), while 6.32% of respondents had studied English for 5 years, and one of them had studied for 4 years.

#### 4.2 Language Learning Style Preferences

1) All the data elicited from the 95 respondents in the 15-item questionnaire was statistically analyzed according to each learning category: visual, auditory, and kinesthetic.

**Table 4**

*Learner's Perceptual Learning Style Preference*

Rank	Learning Styles	N	means	S.D.	Min	Max
1	Auditory	95	3.96	0.75	1	5
2	Kinesthetic	95	3.84	0.78	1	5
3	Visual	95	3.83	0.73	1	5
	N = 95					

Table 4 displays the reported student learning style preferences. It indicates that the auditory learning style had the highest mean score of 3.96 with a standard deviation (S.D.) of 0.75. This suggests that students prefer to learn primarily by listening to spoken words and oral explanations. They often read aloud or move their lips while reading to aid in memorization. These students benefit from lectures, audiotapes, and class discussions, which enhance their comprehension and retention of information, particularly in learning English.

The kinesthetic learning style ranked second, with a mean score of 3.84 and an S.D. of 0.78. Students with this preference favor physical participation in the classroom to learn English. They engage actively in classroom activities, such as role-playing to improve their understanding and mastery of the language.

The visual learning style had a mean score of 3.83 and an S.D. of 0.73, placing third. These students prefer learning through visual means, such as seeing words, observing demonstrations, and reading. They effectively memorize information when they see words or observe someone demonstrating them.

Overall, the analysis of students' perceptual learning style preferences reveals diverse methods of learning English. According to the rankings of the students' preferred learning styles—auditory, kinesthetic, and visual—each category reflects how Mathayom 6 students at a government school in Samut Sakhon Province learn English. The explanation of each learning style preference and how students responded to the 15 questions is as follows:

**Table 5**

*Auditory Learning*

<b>Auditory</b>	means	S.D.	Interpretation	Rank
2. I remember things I have heard in class better than the things I have read.	3.88	0.99	agree	
4. I find it useful to read out loud when reading the textbook.	4.15	0.86	agree	1

7. I learn better in class when I listen to someone.	3.91	0.94	agree	3
9. When I read instructions, I remember them better.	3.87	1.04	agree	
14. I learn better in the class when the teacher gives a lecture.	3.99	1.03	agree	2

Table 5 shows the most preferred way of learning English for the Mathayom 6 students. The participants preferred learning from hearing spoken words; as auditory learners, they learn better when they read out loud while reading (Item 4, Mean = 4.15, S.D. = 0.86). Moreover, this type of student learns and understands better when their teacher gives a lecture or gives instructions.

**Table 6**

*Kinesthetic Learning*

<b>Kinesthetic</b>	means	S.D.	Interpretation	Rank
3. I learn best in class when I can participate in related activities.	3.92	1.00	agree	1
6. When I do things in class, I learn better.	3.82	0.91	agree	3
8. I understand things better in class when I participate in role-playing.	3.80	1.06	agree	
11. I prefer to learn by doing exercises and drills in the class.	3.80	1.02	agree	

13. I enjoy learning in class by doing experiments.	3.88	0.97	agree	2
---	------	------	-------	---

Table 6 shows that when students learn language, they learn by experience. That is, they seem to enjoy learning through participating in related activities in the classroom (Item 3, Mean = 3.92, S.D. = 1.00). At the same time, they like to do experiments and prefer learning by doing something in class. These strategies can help them to understand and learn information well.

**Table 7**

*Visual Learning*

<b>Visual</b>	means	S.D.	Interpretation	Rank
1. I learn better by reading what the teacher writes on the chalkboard.	3.93	1.04	agree	2
5. I learn more by reading a textbook than by listening to someone.	3.37	1.08	agree	
10. I understand better when I read instructions.	3.92	1.09	agree	3
12. I would rather listen to a lecture than read a textbook.	3.78	1.00	agree	
15. When learning a new skill, I would rather watch someone demonstrate the skill than listen.	4.16	0.89	agree	1

Table 7 shows that when students learn language, most of them understand better from seeing words and reading them (Item 15, Mean = 4.16, S.D. = 0.89). Also,

when the teacher writes on the board and students read this, it helps the learners to understand and remember better than listening to the teacher.

The findings provide valuable insights into the learning preferences of Mathayom 6 students in Samut Sakhon Province. Key findings include the importance of auditory learning, the value of active engagement with text, and the role of direct instruction. Kinesthetic and visual learning inputs also emerge as important strategies for this age group. These findings suggest that, to improve English language outcomes, teachers should incorporate more spoken practice, active learning activities, and the use of visual aids. By aligning teaching methods with students' preferences, teachers can create more engaging and effective learning experiences.

2) This research investigated students' learning style preferences in order to focus attention on how to support students' learning and understand English study better. For instance, the results demonstrated the significant findings about the students' preferred learning styles, as shown in the following table:

**Table 8**

*The Preferred Learning Styles Among Students, Determined by Mean Scores*

<b>English Grade</b>	<b>Auditory Means</b>	<b>Kinesthetic Means</b>	<b>Visual Means</b>	<b>Students' preferred learning styles</b>
<b>1.0</b>	4.00	3.67	3.87	<b>Auditory</b>
<b>1.5</b>	3.70	3.73	3.80	<b>Visual</b>
<b>2.0</b>	3.89	3.73	3.73	<b>Auditory</b>
<b>2.5</b>	4.18	3.93	3.71	<b>Auditory</b>
<b>3.0</b>	3.78	3.58	3.50	<b>Auditory</b>
<b>3.5</b>	4.06	3.86	3.89	<b>Auditory</b>
<b>4.0</b>	3.93	3.95	3.94	<b>Kinesthetic</b>
<b>Total</b>	3.96	3.84	3.83	<b>Auditory</b>

Table 8 shows that students who achieved grades ranging from 1.0, 2.0, 3.0, and 3.5 predominantly favor the auditory learning style. The auditory mean scores across these grades consistently exceed those of the kinesthetic and visual means. This

suggests that these students tend to learn more effectively through auditory methods, such as listening to lectures, discussions, or audio materials. However, there are notable exceptions within specific grade categories. For instance, at grade 1.5, students exhibit a preference for visual learning, as indicated by the highest mean score associated with this style. On the other hand, students who attained a grade of 4.0, representing the highest level of English proficiency, show a preference for the kinesthetic learning style. Their mean scores for kinesthetic learning are higher compared to auditory and visual means. This indicates that these advanced students may benefit more from hands-on or experiential learning approaches, such as interactive activities, role-playing, or practical exercises.

In summary, auditory learning seems to be the preferred style among students across various proficiency levels, but there is a shift towards kinesthetic learning for those who have reached an advanced level of English proficiency. This suggests the importance of tailoring teaching methods to accommodate different learning styles, particularly as students progress in their language acquisition.

## **CHAPTER 5**

### **DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**

This chapter presents (1) a summary of the findings, (2) the discussion of students' learning style preferences, (3) pedagogical implications (4) the conclusion, and (5) recommendations for further research

#### **5.1 Summary of the Findings**

The results of the study can be summarized as follows:

##### ***5.1.1 Mathayom 6 Students' Learning Style Preferences (Analyzed by Mean)***

Students who achieved GPAs of 1.0, 2.0, 3.0, and 3.5 predominantly exhibit a preference for the auditory learning style, with consistently higher mean scores in this area compared to kinesthetic and visual styles. This indicates that these students are more inclined to learn effectively through auditory methods, such as listening to lectures, discussions, or audio materials. However, there are exceptions within specific grade categories, such as students with a GPA of 1.5 showing a preference for visual learning and those with a GPA of 4.0 favoring kinesthetic learning.

Students exhibit diverse learning preferences influenced by their proficiency levels in language, with a consistent inclination towards auditory learning at all stages, transitioning to a preference for hands-on learning as proficiency grows. This highlights the crucial need for educators to adjust teaching methods in tandem with the evolving language skills of students. Recognizing these preferences is vital for improving student retention and comprehension. By acknowledging and accommodating these subtle variations in learning styles, teachers can customize their approaches to engage each student effectively, promoting heightened participation and interest in the learning environment while deepening understanding. This self-awareness sets apart individuals who grasp their learning style preferences, leading to a significant shift in their approach to acquiring knowledge (Fidan, 1986). Once individuals identify their learning styles, they can incorporate them into their learning journey, facilitating smoother and faster learning processes, ultimately fostering success. Additionally,

pinpointing one's learning style enhances problem-solving abilities, contributing to a sense of mastery over one's life (Biggs, 2001).

## **5.2 Discussion**

The following topics will be explored:

- 1) Proficient students' learning
- 2) Low-level students' learning

### ***5.2.1 Proficient Students' Learning***

The main finding of the present study conducted with Thai EFL Mathayom students residing in Thailand is a preference for kinesthetic learning style, which ranked first among students with high proficiency and second among all participants. This is similar to Reid's (1987) study of Thai ESL students studying in the US, where a majority also favored kinesthetic learning. Furthermore, this study supports Reid's findings by showing that learning style preferences are influenced by the amount of time spent in an English-speaking environment, with longer stays resulting in a shift towards styles that are more comparable to those of native English speakers. By emphasizing the dynamic character of learning style preferences and their adaptation in various languages and cultural situations, these findings enhance the present point of view. The results from this study are consistent with Reid's research, reinforcing the theory that learners' preferences are influenced by their exposure to an English-speaking environment. Additionally, it highlights that many effective Thai EFL students predominantly use kinesthetic methods, suggesting a strong connection between active, hands-on learning and language skill acquisition. This enhances our understanding of how learning styles and language acquisition interact.

Auditory learning is more common among students with English proficiency grades between GPA 1.0 and 3.5, as demonstrated by higher mean scores in auditory learning compared to kinesthetic and visual styles. However, at a GPA of 1.5, learning becomes more visual, and at a GPA of 4.0, indicating high proficiency, learning becomes mainly kinesthetic. This finding aligns with Hyland's (1993) study on Japanese undergraduate EFL students, which revealed minor preferences for auditory and kinesthetic learning styles. Hyland also noted that native speaker instruction could

influence Japanese students' learning method preferences, highlighting the adaptability and context-dependence of learning styles.

Samad (2007) examined how teachers' assessments aligned with students' choices of perceptual learning techniques, focusing on a broader range of styles than our study. Both studies emphasize the importance of matching teaching methods to students' preferred learning styles, demonstrating the significance of teaching adaptability. Khamkhien (2012) found that auditory, kinesthetic, and visual learning styles were the most preferred among Thai university students studying English as a foreign language. This aligns with our finding that students of all proficiency levels prefer auditory learning. However, our study delves deeper into how high proficiency students shift towards kinesthetic learning. By providing a more detailed understanding of how learning preferences vary with proficiency levels, our study complements Khamkhien's research and enhances our understanding of effective language teaching strategies.

### ***5.2.2 Low-Level Students' Learning***

The main finding of this research emphasizes that Thai EFL Mathayom students in a government school in Samut Sakhon Province have a predominant preference for an auditory learning approach. The students were identified as having low English proficiency (GPA of 1.0 to 2.0). This finding emphasizes how important it is to adapt techniques for teaching to fit different learning preferences, especially when it comes to language learning. This result is consistent with research carried out in Thailand by Reid (1987), whereby English speakers, both native and non-native, participated in teaching English to Thai students as a foreign language (EFL). Thai learners consistently emphasize auditory learning despite limited exposure to English outside the classroom. They attribute this to a lack of opportunities for speaking and listening in English. The consistent preference for auditory learning in many studies underscores its importance in language learning environments. These results highlight Thai EFL learners' continuous preference for auditory learning, regardless of their proficiency level, and significantly contribute to current theory.

The current study provided statistical evidence that Thai EFL learners showed the strongest preference for auditory learning styles among all perceptual learning style

categories. This suggests that spoken lectures and English words are the preferred teaching methods for Thai language students. Therefore, Thai English teachers should incorporate listening activities, audio recordings, and lectures to effectively teach English in the classroom. Studies by Rassool & Rawaf (2007) and Zhang & Lambert (2008) indicate that improved awareness of learning styles can benefit both teachers and students.

### ***5.2.3 Suggestions to Teachers Regarding Students' Preferred Learning Styles***

Individual differences in learning styles have an important impact on how students learn and understand the English language. In order to encourage the improvement of students' language acquisition and comprehension skills, teachers and educational institutions must recognize and take into consideration these differences. Teachers can effectively support their students in their efforts toward improving their English language skills by designing instructional methods that match the preferred learning styles of their students. According to Hyland (1993), teachers must first become familiar with their students' learning styles in order to improve their learning. This implies understanding how each learner acquires information and develops knowledge. Teachers are able to adjust their teaching methods in order to suit these different learning preferences. Reid (1998) additionally pointed out that students can have different preferred learning styles and may adjust their style according to the task at hand or the situation. In order to provide an extensive array of teaching methods and instructional strategies that suit to the different styles of learning present in their classroom, teachers should be understanding of these differences. Teachers can effectively engage and support their students' learning needs by using this approach (Zayeed Imran Bin Haji Abdul Samad, 2007). Furthermore, it's critical to make sure that instructional activities in the classroom complement the different ways that students learn (Khmakhien, 2012). Moreover, in considering the EFL context of the current study, it is important to take into account recommendations concerning ethnic and cultural aspects in order to establish a perfect atmosphere for learning that enhances the acquisition of knowledge (Obralic and Akbarov, 2012).

### **5.3 Pedagogical Implications**

The findings from the study can be adopted by teachers to improve student learning outcomes and develop their own teaching methods in the classroom. Teachers may create an environment that is more welcoming through the use of many different kinds of teaching strategies that support different styles of learning. For instance, students who prefer auditory learning can benefit from incorporating spoken lectures, audio recordings, and discussions; kinesthetic and visual learners might be attracted to hands-on activities and visual aids, respectively. Additionally, by recognizing that each student may have individual learning preferences, teachers can create customized lesson plans that correspond to each student's needs and increase engagement and comprehension. It's also essential that teaching strategies be flexible because different tasks and situations can require different learning styles from students. Teachers may ensure that every student has an equal chance at success by having to be adaptable and responsive to the evolving needs of their students. Teachers can also include culturally appropriate materials and experiences in the course of study to create a friendly and welcoming learning environment, keeping in mind the social and cultural context of language learning. Finally, helping students to understand and accept the differences in their learning styles will allow them to take responsibility for their educational experience and create a classroom environment that recognizes the diversity of their learning preferences. Incorporating these pedagogical implications into their teaching methods allows teachers to enhance student learning and create better language understanding and acquisition.

### **5.4 Conclusion**

The study conducted in the second semester of 2023 sheds light on the nuanced landscape of preferred learning styles among Mathayom 6 students in government schools in Samut Sakhon Province. Auditory learning emerges as the most favored style, followed closely by kinesthetic learning and visual learning. This understanding is pivotal for educators to tailor their teaching methods effectively. Preferred learning styles play a significant role in shaping English language teaching strategies and methodologies. By aligning teaching methods with students' preferred styles, educators can create a more engaging and effective learning environment, fostering deeper

understanding and proficiency in the English language. Flexibility and adaptability in instructional approaches are key to catering to diverse learner needs and optimizing learning experiences. Recognizing and accommodating individual differences in learning styles is crucial for enhancing students' language acquisition and comprehension skills. Teachers can support their students by designing instructional methods that match their preferred learning styles. It's essential for teachers to be familiar with their students' learning styles, adjust teaching methods accordingly, and provide a variety of instructional strategies to suit diverse learning preferences. Additionally, ensuring that instructional activities complement different learning styles fosters a conducive atmosphere for learning.

### **5.5 Recommendations for Further Research**

Based on the findings and conclusions of this study, the following recommendations are made for future research.

First, future studies could aim to reproduce this research with an expanded sample size, or within a single-gender educational institution or exclusive school, to investigate potential similarities or disparities among the various participant groups in these distinct educational settings.

Second, research could be conducted to explore the effectiveness of different teaching methodologies tailored to specific learning styles. Future studies could also investigate how innovative approaches, such as flipped classrooms, project-based learning, or gamification, can be customized to accommodate auditory, kinesthetic, and visual learners effectively.

Lastly, further research may explore the relationship between preferred learning styles, student engagement, and motivation in English language learning, as well as how aligning instructional approaches with students' preferences can enhance their intrinsic motivation, active participation, and overall learning outcomes.

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**APPENDICES**

## APPENDEX A

### QUESTIONNAIRE (THAI)

**ส่วนที่ 1** ข้อมูลส่วนบุคคลทั่วไป

**คำชี้แจง** โปรดทำเครื่องหมาย  ลงใน  หรือเติมข้อความลงในช่องว่างตรงตามความเป็นจริง

1. เพศ  ชาย  หญิง

2. อายุ ..... ปี

3. ระดับการศึกษา มีรอมศึกษาปีที่ ..... เกรดวิชาภาษาอังกฤษ .....

4. เรียนภาษาอังกฤษมาแล้วเป็นระยะเวลา

1.  น้อยกว่า 3 ปี

2.  4 ปี

3.  5 ปี

4.  มากกว่า 6 ปี

**ส่วนที่ 2** แบบสอบถามนี้มีจุดประสงค์เพื่อจะสำรวจว่านักเรียนมีรูปแบบการเรียนแบบใด

**คำชี้แจง** จงอ่านประโยคต่อไปนี้ แล้วพิจารณาว่าแต่ละประโยคนั้นตรงกับที่นักเรียนได้ใช้ในการเรียนเพียงใดโดยเขียน

เครื่องหมาย  ลงในช่องตามความคิดเห็นของนักเรียน

1= ไม่เห็นด้วยอย่างยิ่ง 2= ไม่เห็นด้วย 3= ไม่มีความเห็น 4= เห็นด้วย 5= เห็นด้วยอย่างยิ่ง

	ระดับความเห็น				
	5	4	3	2	1
1. ฉันเรียนรู้ได้ดีโดยการอ่านจากสิ่งที่อาจารย์เขียนบนกระดาน					
2. ฉันจำสิ่งที่ได้ยินในชั้นเรียนได้ดีกว่าสิ่งที่ฉันได้อ่าน					
3. ฉันเรียนดีเมื่อได้มีส่วนร่วมในกิจกรรม					
4. ฉันพบว่า การอ่านออกเสียงเป็นประโยชน์ต่อฉันเมื่อฉันอ่านตำราเรียน					
5. ฉันเรียนได้ดีจากการอ่านตำราเรียนมากกว่าการฟังคำบรรยาย					
6. เมื่อฉันได้ลงมือทำสิ่งใดก็ตามในชั้นเรียน ฉันมักทำได้ดี					
7. ฉันเรียนได้ดีจากการฟังคนพูดในชั้นเรียน					
8. ฉันเข้าใจสิ่งที่เรียนดีเมื่อได้แสดงบทบาทสมมุติ					
9. เมื่อฉันอ่านสิ่งที่เรียนฉันจำได้ดี					
10. ฉันอยากฟังบรรยายมากกว่าอ่านตำราเรียน					
11. ฉันชอบเรียนรู้โดยการทำแบบฝึกหัดและการฝึกซ้อมในชั้นเรียน					
12. ฉันเข้าใจได้ดีเมื่ออ่านสิ่งที่เรียน					
13. ฉันชอบการเรียนเมื่อมีการทดลอง					
14. ฉันเรียนได้ดีเมื่ออาจารย์บรรยายให้ฟัง					
15. เมื่อฉันเรียนรู้ทักษะใหม่ ฉันอยากให้มีคนสาธิตให้ดูมากกว่าฟัง					

## APPENDIX B

### QUESTIONNAIRE (ENGLISH)

#### **Part 1** Personal Information

**Instructions:** Mark  in  or put your information in the space provided

1. **Gender**     Male             Female
2. **Age** ..... years old
3. **Level of Education**    Primary .....            English grade .....
4. **Years of studying English**
  1.  Less than 3 years
  2.  4 years
  3.  5 years
  4.  More than 6 years

#### **Part 2** Students' Learning Styles

**Instructions:** Read the following statements and rate your level of agreement or disagreement as they apply to your study of English

1= Strongly Disagree 2=Disagree 3= Undecided 4= Agree 5= Strongly Agree

	Level of Agreement/Disagreement				
	5	4	3	2	1
1. I learn better by reading what the teacher writes on the chalkboard.					
2. I remember things I have heard in the class better than the things I have read.					
3. I learn best in class when I can participate in related activities.					
4. I find it useful to read out loud when reading the textbook.					
5. I learn more by reading textbook than by listening to someone.					
6. When I do things in class, I learn better.					
7. I learn better in class when I listen to someone.					
8. I understand better things in class when I participate in role-playing.					
9. When I read instructions, I remember them better.					
10. I would rather listen to lecture than read the textbook.					
11. I prefer to learn by doing exercises and drills in the class.					
12. I understand better, when I read instructions.					
13. I enjoy learning in class by doing experiments.					
14. I learn better in the class when teacher gives a lecture.					
15. When learning a new skill, I will rather watch someone demonstrate the skill than listen.					