

Research Title : Models of English Learning Styles for Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang

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ABSTRACT

The objectives of this study were: (1) to study models of English learning styles of Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang. (2) To compare models of English learning styles of Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang with different genders and English reading abilities. The sample were all 40 second year undergraduate Industrial Education Students in the field of Applied Arts, majoring in English and enrolling the course of "Reading2" during the first semester of 2012 academic year at King Mongkut's Institute of Technology Ladkrabang (KMITL). The research instrument used in collecting the data was a five-point Likert scale, adopted from Reid's Survey (Reid, 1987). The quantitative data were analyzed using statistic programs: arithmetic mean, standard deviation, and Independent Sample t-test. The hypothesis testing was set at the 0.05 level of significance. Results of this study revealed that:

(1) Visual learning style was the only learning style model that all students used at major levels (\bar{X} =37.60), while other categories of learning styles: Auditory, Kinesthetic, Tactile, Group, and Individual learning styles, students appeared to use them only at minor levels (\bar{X} =35.80, 34.95, 35.90, 35.60, and 28.85 respectively). Interestingly, there were no Negligible levels on any students' learning styles models.

(2) Male students had different levels of learning styles models from those of female students in three categories: Visual, Kinesthetic and Group learning styles. That is, all these three categories of learning styles (Visual, Kinesthetic and Group learning styles), male

students used them in Major levels (\bar{X} =42.00, 39.14, 38.57, respectively) while female students used them in Minor levels (\bar{X} =36.67, 34.06, 34.97, respectively). Interestingly, this study also illustrated that high reading ability students had different levels of learning styles models from those of mid reading ability students in three categories: Visual, Auditory, and Tactile learning styles. That is, all these three categories of learning styles (Visual, Auditory, and Tactile learning styles), high reading ability students used these styles in Major levels (\bar{X} =39.64, 37.88, 37.53, respectively), while mid reading ability students used them in Minor levels (\bar{X} =36.09, 34.26, 34.70, respectively). Last but not least, this study also found that there were statistically significant differences in the models of learning styles in the categories of Visual, and Kinesthetic learning styles in different genders: male and female at the 0.05 level ($t=2.643$, $p=.012^*$, and $t=3.046$, $p=.004^*$ respectively). The statistically significant differences were also found in the differences of students' reading ability levels: high and mid in the models of learning styles of Visual, Auditory, and Tactile learning styles at the significant level 0.05 ($t=2.245$, $p=.031^*$, $t=2.483$, $p=.018^*$, and $t=2.258$, $p=.030^*$ respectively)as well.