

CHAPTER 4

DISCUSSION AND COMMENTS

The purposes of this study were: (1) to study models of English learning styles of Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang, and (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 samples 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 instruments for this study consisted of a two-part questionnaire. The first part of the survey gathered students' individual demographic background while the second part consisted of the Models of Learning Styles Questionnaire adapted from Reid's framework (Reid 1984). There were six categories concerned with the models of English learning styles: visual, auditory, kinesthetic, tactile, group learning, and individual learning styles. Of all these six categories, there were 30 statements all together, and five statements were represented for each category. The data were analyzed by using statistical procedures: arithmetic mean, standard deviation, and Independent Sample t-test.

Of all 40 subjects chosen to participate, there were 7 male students (17.5%) and 23 female students (82.5%). Interestingly, it showed that there were 17 students having high reading ability level (42.5%) and 23 students having mid reading ability levels (57.5%). No students having low reading ability level.

This study also indicated that the students used Visual learning styles model in major levels (\bar{X} =37.60), while other models 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. Furthermore, in order to clarify how students used the models of learning styles in each categories: visual (VLS), auditory (ALS), kinesthetic (KLS), tactile (TLS), group (GLS), and individual learning styles (ILS), Figure 4.1 to Figure 4.6 were illustrated in details, as follows:

Figure 4.1: Models of Visual Learning Styles (VLS) Used by Students

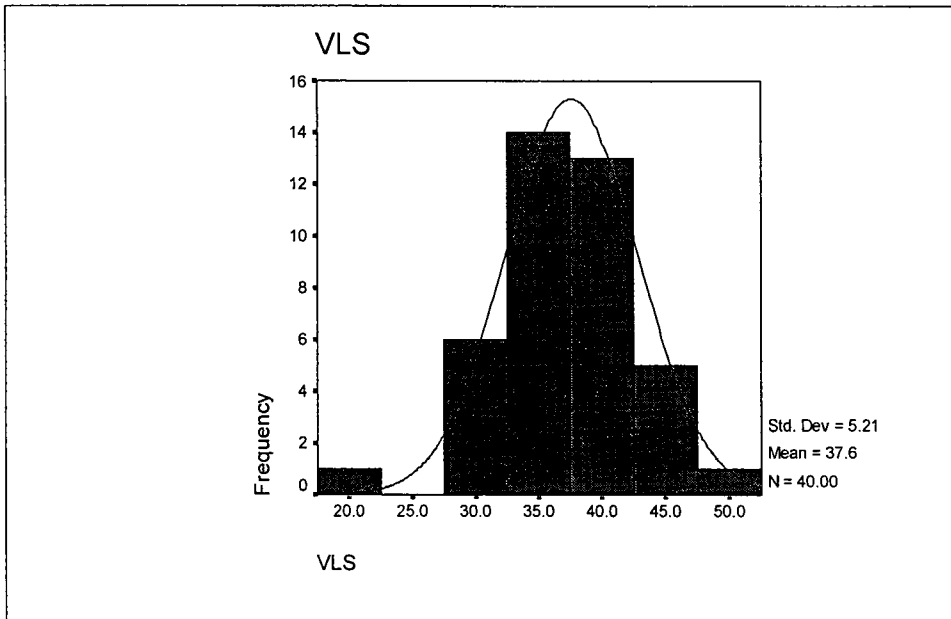


Figure 4.2: Models of Auditory Learning Styles (ALS) Used by Students

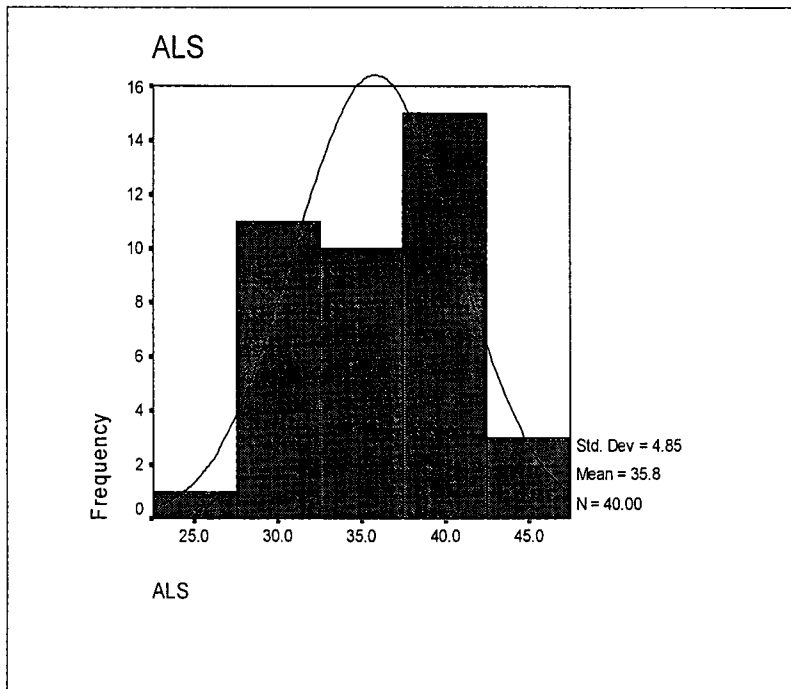


Figure 4.3: Models of Kinesthetic Learning Styles (KLS) Used by Students

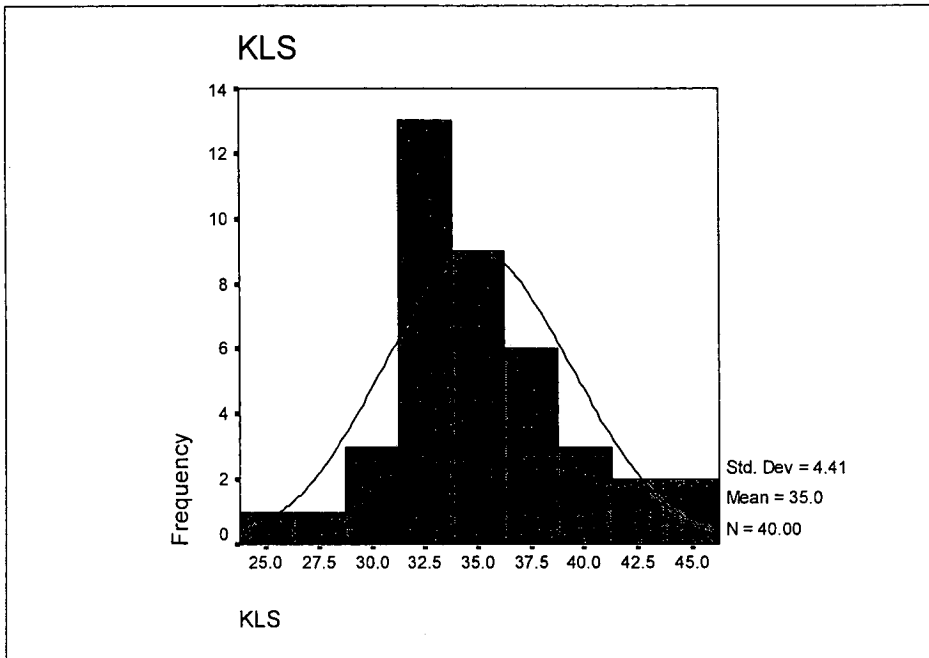


Figure 4.4: Models of Tactile Learning Styles (TLS) Used by Students

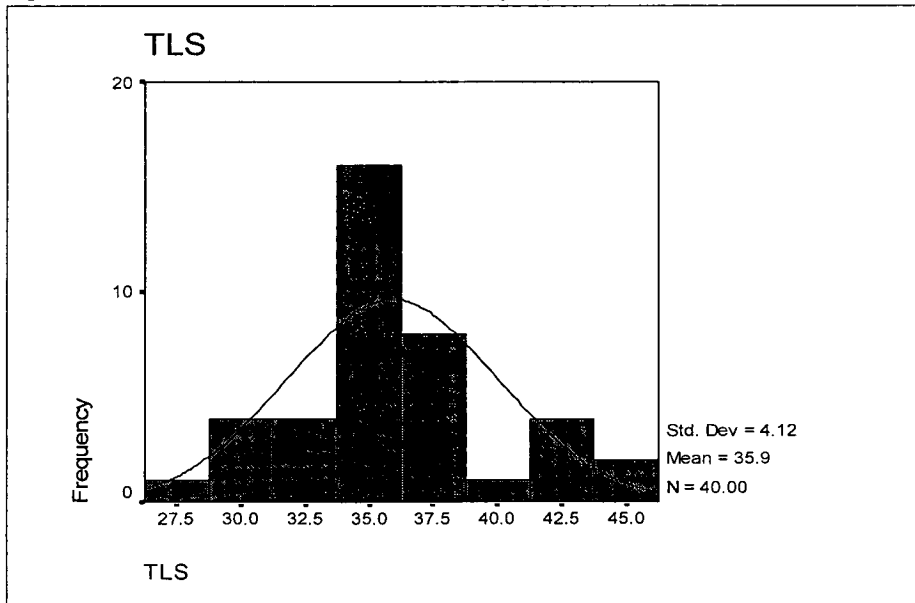


Figure 4.5: Models of Group Learning Styles (GLS) Used by Students

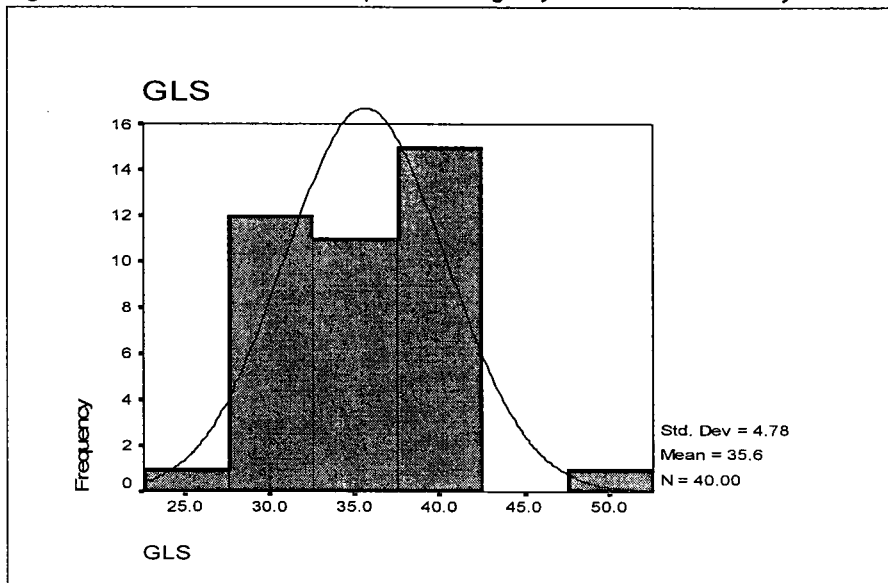
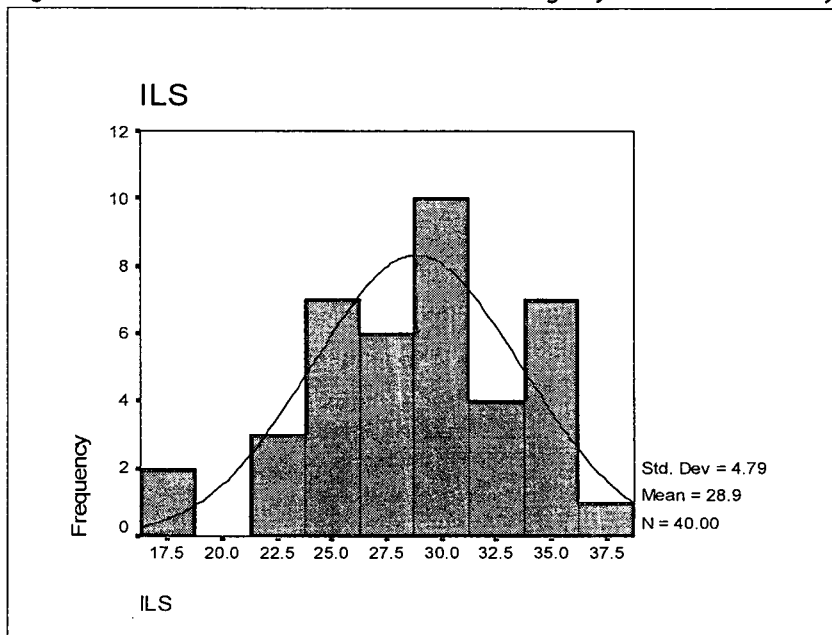


Figure 4.6: Models of Individual Learning Styles (ILS) Used by Students



In addition, due to the results of research question two, 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). In contrast, 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).

Furthermore, in comparing the models of students learning styles' mean scores between genders: male and female, and reading ability levels: high and mid, the results appeared fascinatingly. That is, 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 ($t=2.643$, $p=.012^*$, 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 ($t=2.245$, $p=.031^*$, $t=2.483$, $p=.018^*$, and $t=2.258$, $p=.030^*$ respectively).

Table 4.1: Comparison of Students' models of Learning Styles: Genders VS RA

Students' Models of Learning Styles	Genders: M & F		RA: High & Mid	
	t	P-Value	t	P-Value
Visual	2.643	.012*	2.245	.031*
Auditory	0.802	.427	2.483	.018*
Kinesthetic	3.046	.004*	1.775	.084
Tactile	0.671	.506	2.258	.030*
Group	1.869	.069	0.318	.752
Individual	0.176	.861	1.317	.196

* Significant Level at 0.05 ($p \leq .05$)

Last but not least, the result of this study was compatible with Lin et al. (Lin et al, 2006). They found that students used Visual learning styles at high levels. This result was exactly the same as the result of this study, which found that students used the models of Visual learning styles at Major levels. Also, some of the results of this study were paralleled

with those of many researchers (Stebbins, 1995; Simsek, 2005 and Banbang 2010). For example, Stebbins (Stebbins, 1995) found that Kinesthetic and Tactile learning styles were used by ESL students when compared to NESs. In this study, compared to female, Kinesthetic also used more for male students, and compared to students with mid reading ability, the high reading ability students also used Tactile learning styles models much more than those with mid reading ability levels. All of these results seem to imply that in teaching learning activities, students have some similar patterns in learning English language. It's the teacher's duty to find and integrate the learning styles for students in order that students will be able to apply either each style of learning or a combination of learning styles suitably for their content areas and diversity of classroom situations.