

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

Chapter five presents conclusion, and recommendations. The recommendations are for pedagogical as well as further studies. The details are as follows.

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). The data were analyzed by using statistical procedures: arithmetic mean, standard deviation, and Independent Sample t-test.

5.1 Conclusion

The research questions of the study were: (1) what are the models of English learning styles of Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang? (2) Do KMITL Industrial Education Students with different genders and different English reading abilities appear to have the same models of English learning styles?

5.1.1 Research Results

According to the students' demographic background by genders and their reading ability levels, of all 40 students, 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.

Research Question One: What are the models of English learning styles of Industrial Education Students at King Mongkut's Institute of Technology Ladkrabang?

The result showed that Visual learning style was the only learning style model that all 40 second year undergraduate Industrial Education students in the field of Applied Arts, majoring in English and enrolling the course of "Reading 2" during the first semester of 2012 academic year at King Mongkut's Institute of Technology Ladkrabang (KMITL) were used in 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.

Research Question Two: Do KMITL Industrial Education Students with different genders and different English reading abilities appear to have the same models of English learning styles?

The results indicated that 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). However, in the other three categories: Auditory, Tactile, and Individual learning styles models, both male and female used all these categories in Minor levels.

Furthermore, 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). However, in the other three categories: Kinesthetic, Group, and Individual learning styles, both male and female used all these categories in Minor levels.

Interestingly, 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 ($t=2.643$, $p=.012^*$, and $t=3.046$, $p=.004^*$ respectively) at the significant level 0.05. 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) at the significant level 0.05 as well.

5.2 Recommendations

5.2.1 Recommendations for Pedagogical Instruction

The results of this study could indicate that in teaching learning activities, it's plausible that 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. Additionally, teachers need to assess the learning styles of their students and then make accessible the students' learning results. Consequently, teachers should aware that:

- 1) Teachers should design the curricula by integrating all models of learning styles into the course with various activities.
- 2) Teachers should provide classroom activities with the teaching methods that match students' models of learning styles, and be able to guide students to be able to use all six categories of learning styles at a high frequency level.
- 3) Teachers should try to enhance students to develop their skills in choosing learning styles suitably for their content areas, needs, interest, and classroom diversity in order that students will be able to understand and apply knowledge of what they are studying without difficulty.

4) The use or lack of use of different learning styles might affect the academic success of the student. If the course of study in school is to be meaningful, then it is essential that teachers should lead students to be aware of how they learn and about the factors affecting their own learning, thinking, and problem solving. Teachers, therefore, should observe students when they learn language to determine students' strengths and weaknesses, which in turn, will help provide effective and appropriate learning instruction.

5.2.2 Recommendations for Further Studies

The suggestions for further studies are as follows.

- 1) Further research should be focused on both teaching styles and learning styles as it can significantly enhance academic achievements.
- 2) Further study should be considered both on learning styles and learning strategies as they both have the effect in students' learning.
- 3) Further research should compare students' learning styles across disciplines.
- 4) Further investigation should be done by using both qualitative and quantitative methods.
- 5) Further studies dealing with (a) models of learning styles of Thai students with different ages and grade levels and (b) the relationship between students' models of learning styles and their comprehension should be conducted in order to further verify the findings of the present study.