

ຄວາມສຳພັນລະຫວ່າງຮູບແບບ ແລະ ຍຸດທະວິທີການຮຽນພາສາອັງກິດຂອງນັກສຶກສາ ພາຍ ໃນພາກວິຊາພາສາອັງກິດ, ຄະນະສຶກສາສາດ, ມະຫາວິທະຍາໄລ ຈຳປາສັກ

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ຄະນະສຶກສາສາດ ມະຫາວິທະຍາໄລຈຳປາສັກ

ບົດຄັດຫຍໍ້

ການຄົ້ນຄວ້າຄັ້ງນີ້ແມ່ນໄດ້ດຳເນີນທີ່ ພາກວິຊາ ພາສາອັງກິດ, ຄະນະສຶກສາສາດ, ມະຫາວິທະຍາໄລ ຈຳປາສັກ ເຊິ່ງມີຈຸດປະສົງ ເພື່ອສຶກສາສະພາບ ຮູບແບບການຮຽນ ແລະ ຍຸດທະວິທີການຮຽນຮູ້ ຂອງນັກສຶກສາ ສາຂາພາສາອັງກິດ ແລະ ເພື່ອເປັນການທົດສອບຄວາມສຳພັນລະຫວ່າງ ຮູບແບບການຮຽນ ແລະ ຍຸດ ທະວິທີການຮຽນຮູ້ ທີ່ນັກສຶກສາມັກນຳໃຊ້ເຂົ້າໃນການຮຽນ ພາສາອັງກິດ ລວມທັງການສົມທຽບຄວາມແຕກຕ່າງຮູບແບບການຮຽນ ແລະ ຍຸດທະວິທີການຮຽນທີ່ນັກສຶກສາມັກນຳໃຊ້ລະຫວ່າງ ເພດຍິງ ແລະ ເພດຊາຍ. ການສຶກສາຄັ້ງນີ້ ແມ່ນນຳໃຊ້ວິທີການສຸ່ມຕົວຢ່າງແບບປະສົມປະສານ ເພື່ອຄັດເລືອກເອົານັກສຶກສາຈຳນວນ 180 ຄົນ ທີ່ແບ່ງຊັດສ່ວນເທົ່າກັນຄື ຊາຍ 90 ຄົນ ແລະ ຍິງ 90 ຄົນ. ແບບສອງຖາມທັດສະນະຄະຕິ ແມ່ນຖືກນຳໃຊ້ເຂົ້າໃນການຄົ້ນຄວ້າເພື່ອສຳຫຼວດຄວາມຄິດເຫັນຂອງນັກສຶກສາ ລວມທັງໝົດມີ 70 - ຕົວຊີ້ວັດເປັນຮູບແບບ 5 ລະດັບຕາມເກນຂອງທ່ານ Rensis Likert ແລະ ແບບສຳພາດທີ່ຖືກອອກແບບກ່ຽວພັນກັບຈຸດປະສົງການຄົ້ນຄວ້າໂດຍກົງ ເພື່ອສຳພາດນັກສຶກສາ ຈຳນວນ 20 ຄົນ. ເຄື່ອງ ມືດັ່ງກ່າວ ແມ່ນໄດ້ຜ່ານການທົດສອບຫາຄ່າຄວາມເຊື່ອໝັ້ນ ຜົນການວິເຄາະພົບວ່າ ມີຄ່າ Alpha 0.75 ຢູ່ລະດັບຄ່າຄວາມເຊື່ອໝັ້ນຍອມຮັບໄດ້. ສະຖິຕິວິເຄາະຂໍ້ມູນການຄົ້ນຄວ້າຄັ້ງນີ້ ແມ່ນ ວິເຄາະຫາຄ່າຄວາມຖີ່, ຄ່າສພເລ່ຍ, ຄ່າບ່ຽງບຽນມາດຕະຖານ, ຄ່າວັດຄວາມແຕກຕ່າງແບບກຸ່ມອິດສະຫຼະ t-test independent ແລະ ຄ່າຄວາມສຳພັນ Pearson Correlation. ຜົນການສຶກສາພົບວ່າ: ຮູບແບບການຮຽນຮູ້ຈາກການປະຕິບັດ ແມ່ນເປັນຮູບແບບທີ່ນັກສຶກສາມັກຫຼາຍກວ່າໝູ່, ຜົນການຄົ້ນຄວ້າທີ່ໃກ້ຄຽງກັນແມ່ນ ຮູບແບບການຮູ້ຈາກສິ່ງປະຈັກຕາ ແລະ ການຮຽນຮູ້ຈາກການຟັງ ແລະ ຮູບແບບການຮຽນຮູ້ຈາກການຮຽນເປັນກຸ່ມສິນທະນາ. ນອກຈາກນັ້ນ, ສຳລັບຍຸດທະວິທີການຮຽນຮູ້ທີ່ນັກສຶກສາມັກນຳໃຊ້ເຂົ້າໃນການຮຽນຫຼາຍກວ່າໝູ່ ແມ່ນພົບວ່າ ຍຸດທະວິທີການຮັບຮູ້ ແລະ ການການຳໃຊ້, ຍຸດທະວິທີຄວາມຮູ້ທີ່ມີຢູ່ມາທົດແທນ, ແລະ ຍຸດທະວິທີຄວາມເຂົ້າໃຈ ແລະ ຮອງລົງມາແມ່ນ ຍຸດທະວິທີດ້ານຄວາມຄວາມຈື່ຈຳ ແລະ ຍຸດທະວິທີການຮຽນຮູ້ທາງສັງຄົມ. ສຳລັບການທົດສອບຄວາມຄິດເຫັນຂອງນັກສຶກສາ ກ່ຽວກັບຄວາມສຳພັນລະຫວ່າງເພດຍິງ ແລະ ເພດຊາຍ ຕໍ່ກັບຮູບແບບການຮຽນຮູ້ ແມ່ນພົບວ່າ ມີຄວາມແຕກຕ່າງກັນໂດຍພື້ນຖານເປັນຕົ້ນແມ່ນ ດ້ານຮູບແບບການຮຽນຮູ້ຈາກການຟັງ, ແບບການປະຕິບັດ, ແບບການປະດິດສ້າງ, ແບບການຮຽນຮູ້ດ້ວຍຕົນເອງ ແລະ ແບບການຮຽນຮູ້ດ້ວຍກຸ່ມ. ຕໍ່ມາສຳລັບການທົດສອບຄວາມຄິດເຫັນຂອງນັກສຶກສາ ກ່ຽວກັບຄວາມສຳພັນລະຫວ່າງເພດຍິງ ແລະ ຊາຍ ຕໍ່ກັບຍຸດທະວິທີການຮຽນຮູ້ ແມ່ນພົບວ່າ ມີຄວາມແຕກຕ່າງກັນໂດຍພື້ນຖານ ໃນດ້ານຍຸດທະວິທີຄວາມຈື່ຈຳ, ຍຸດທະວິທີຄວາມຮັບຮູ້, ຍຸດທະວິທີຄວາມຮູ້ທີ່ມີຢູ່ມາທົດແທນ ແລະ ຍຸດທະວິທີທາງສັງຄົມ. ຜົນການຄົ້ນຄວ້າສຸດທ້າຍຍັງພິສູດໃຫ້ເຫັນວ່າ ຮູບແບບການຮຽນຮູ້ ແມ່ນມີຄວາມກ່ຽວພັນກັນ ກັບຍຸດທະວິທີການຮຽນຮູ້ເປັນສ່ວນຫຼາຍ.

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The Language Learning Styles and Learning Strategies Relationship in Depart of English, Faculty of Education, Champasack University

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Abstract

This study was conducted at Department of English, Faculty of Education, Champasack University aiming to investigate the situations of students' learning styles preference and strategies used, and to examine the significances between language learning styles, learning strategies and base on their gender. The 180 students were selected equally; 90 males and 90 females by mixed methods sampling strategies techniques systematically. The perceptual-questionnaire was applied by using the 70-item with five Likert scales and related structured-interview was also conducted with 20 students. The questionnaire' pilot reliability was found at 0.75 Alpha values of acceptable. The data analysis was analyzed by statistical independent t-test, Pearson Correlation, Mean scores and Standard deviation of each item calculating accordingly with the responded scores. The findings of the study revealed that the kinesthetic learning style was the most preferred. Closely found, visual, auditory and group learning styles accordingly related. Moreover, the meta-cognitive, compensatory, and cognitive strategies were the most often frequency strategies used, and relatively used by memory-related and social strategies. To examine gender's perception towards learning styles and learning strategies; there were statistically significant differences between males and females in auditory, kinesthetic, tactile, individual and group learning styles and there were statistically significant differences between males and females in memory-related, cognitive, affective and social strategies. Final results were also proved that 'Language learning styles' had almost significantly correlated with the 'Language learning strategies'

Key words: Learning Styles, Learning Strategies, gender, English Student

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1. Introduction

The instructional approaches of the English language learning and teaching as a foreign language in Lao PDR find plenty of factors affect language proficiency level of students low in terms of unsuitability and weakness of the English language curricula which adopted by some academic institutions, teachers' English proficiency level, teaching experiences, lack of facilities, shortage of materials, student low level of English literacy, inappropriate learning strategies and lack of confidence (Ahmadi & Bajelani, (2012), Khattak, Jamshed, Ahmad, & Baig (2011), Loae.(2011); Rao. (2002). Based on these reasons, the majority of Lao students could not use English to communicate with others effectively. Many schools have tried to organize several of English learning activities to correspond the different interest of students (Ratana, 2007).

Learning styles are defined as “the general approaches - for example, global or analytic, in both written and spoken during the teaching and the learning process by English lecturers in the English Education Study Program. Therefore, to carry out studies properly, language learners must master all English skills. The chosen learning style is very important for language learners to master all English skills mentioned above. Brown (2000) defines learning

styles as “the manner in which individuals perceive and process information in learning situations.” Awareness of preferred learning styles is very important because it has impacts on language learners' achievement in acquiring English. Honey and Mumford (2009) mentions that an inability or reluctance to adopt any particular style has the potential to hamper language learners' ability to learn effectively.

Since, many previous research studies Mohammed A.J.(2010), Sahragard, et al.(2016), & Tabanlıoğlu & Selime. (2003). Emine C. & Serpil Y. (2012) & Diemroh I.(2021). Yeoh Li Cheng.(2019), Mulalic, Almasa, et al. (2009) & Peacock, Matthew. (2001) proved that the recognizing and reflecting the learners' language learning styles preference and learning strategies used relatively. Similarly, teaching styles, methods and related learning activities are directly related to students' learning styles and learning strategies. Therefore, the teaching and learning English at Department of English, Faculty of Education, Champasack university should be more aware of learners' different learning styles and learning strategies; it could be concluded that the suitable teaching strategies can be adopted to support students' language academic performance successfully. So that, this

currents study has attempted to seek for a better ways to increase learning and teaching English performances get highly achieved in the nearest future.

1.1. Research objectives

- To investigate the situations of students' learning styles preference and using learning strategies used.

- To examine the relationship between learning styles preference and learning strategies used and base on their gender.

1.2. Research Hypothesis

H_1 = There is no statistically significant difference between learning styles preferences and strategies used and base on students' gender with significant values $p > 0.05$ or

H_0 = There is statistically significant difference between learning styles and strategies used and base on students' gender with significant values $p < 0.05$

1.3. Definitions of key terms

- **Learning styles:** learners have different personalities and also have different ways of learning. It means that the learning styles are the ways of one learn and perceive the information in learning context. Slavin (2006).

- **Learning strategies:** Learning strategies are specific actions, behaviors,

steps, or techniques that learners apply to enhance their own learning. Learning strategies can help learners improve their own perception, reception, storage, retention and retrieval of language information. Oxford, Rebecca L., and Madeline Ehrman. (2003), & Scarcella, Robin C., and Rebecca L. (1994).

- **English Students:** The target population who have studied English at Department of English, Faculty of Education, Champasack University from year 1 to year 4 of academic year 2020-2021.

2. Methodology

2.1 Research Participants

This study was conducted at Department of English, Faculty of Education, Champasack University aiming to investigate the situations of students' learning style leaning preference and strategies used, and to examine the significances between language learning styles, learning strategies and base on their gander. The 180 students were selected equally; 90 males and 90 females by mixed methods sampling strategies techniques systematically as shown by personal information in the following table1.

Table1: Information about the **participants' personal information.**

No.	Indicators	Frequency	Percentages (%)
The participants' gender			
1	Males	90	50

2	Females	90	50
Total		180	100
The participants' study major field			
1	English Teacher	75	41.7
2	English for communication	105	58.3
Total		180	100
The participants' study years			
1	Year1	48	26.7
2	Year2	30	16.7
3	Year3	70	38.9
4	Year4	32	17.8
Total		180	100

2.2. Research instruments

The perception-questionnaire was applied by using the 70-item five-point Likert rating scales including 30 items were surveyed on learning styles using five points Likert scales; (5) Strongly agree(4) Agree(3) Neutral(2) Disagree(1) Strongly disagree. And other 40 items were about learning strategies using five points Likert scales; (1) Never used (2) Occasionally used, (3) Sometimes used, (4) Often used (5) always used. Cronbach Alpha reliability coefficient of the total rating-scale scores were conducted by doing pilot with the target group in order to seek for the scale's Cronbach Alpha reliability coefficient at 0.75 respectively. Moreover, the criteria of correlation of The Best (1977) cited in A. G. Asuero et al. (2006) was also applied to rate significant correlation of

two mean scores of learning styles and learning strategies.

Interview Form was a second way of collecting data regarding learning style and learning strategies structured-interview which was organized relatively base the questionnaire for all respondents and lead themselves to statistical analysis Cohen and Scott (1996) and it was analyzed into percent proportions of each respondents accordingly in order to use as data supported the related first objective of the study.

2.3 Data analysis

Research data collected in this study were analyzed by using SPSS. Statistic program. Frequency and percentage were used in the presentation of descriptive statistics. Evaluation of the students' levels of using language learning strategies was made based on

the averages specified by Oxford (1990). The mean scores and standard deviation of each item were calculated in accordance with the scores from the responses to the inventory items in order to determine students' learning styles preference and using learning strategies.

Independent t-test and Pearson Correlation value were also applied in order to compare relationship between language learning styles and strategies used by students and depending on their gender

3. Results

Table2: the participants' perception on **learning styles preferences**

No.	Indicators	Mean	SD.	Levels of Opinion	Ranks
1	Visual Learning	3.87	0.82	Agree	2
2	Auditory Learning	3.87	0.82	Agree	2
3	Kinesthetic Learning	4.16	0.76	Agree	1
4	Tactile Learning	3.60	0.82	Agree	4
5	Individual Learning	3.13	1.04	Neutral	5
6	Group Learning	3.75	0.93	Agree	3
Total		3.73	0.86	Agree	5

**The overall scores of the participants towards the six learning styles*

As shown above table2, indicated the overall results of the participants' perception toward learning styles preference which calculated in to mean scores and standard deviation. Almost of participants expressed their perception of 'Agree' in particularly; towards the variable3 of (Mean=4.16;

preferred in 'Group and Tactil earning'. However, it was important to note that towards the variable5 of 'Neutral' of (Mean=3.13, SD.=1.04), they preferred in 'Individual learning style'. The interviews results were used to support the findings of language learning styles preferred by the

SD.=0.76) of 'Agree', they responded that they preferred in 'Kinesthetic learning styles'. Next, towards variables1 & 2 of (Mean=3.87; SD.=0.82) of 'Agree', they preferred in 'Visual and Auditory learning styles' and addition, towards variables 4&6 were similar responded of 'Agree' they participants ranking of (1) Inappropriate (2) neutral (3) appropriate. The results of the interview were found that 100% of 'Appropriated' they learnt well by 'Kinesthetic learning', close results supported that 80% of 'Appropriated' respectively, they responded learnt well

by 'Visual learning' Next, it was interesting to observe that they were two higher optional perceptions of 70%

of Appropriated' towards 'Auditory and Group leaning'.

Table3: The participants' perception on **language learning strategies used**.

No.	Indicators	Mean	SD.	Levels of Used	Ranks
1	Memory-Related Strategies	3.50	1.37	Sometimes	4
2	Cognitive Strategies	3.51	1.01	Often	3
3	Compensatory Strategies	3.53	1.04	Often	2
4	Meta-cognitive Strategies	3.73	0.91	Often	1
5	Affective Strategies	3.41	1.10	Sometimes	5
6	Social Strategies	3.50	1.37	Sometimes	4
Total		3.53	0.99	Often	5

**The overall scores of the participants towards the six learning strategies*

As indicated in above table3, presented the overall results of the participants' perception towards learning strategies use; towards the variable4 of (Mean=3.73; SD.=0.91) of 'Often', they responded that they often used 'Meta-Cognitive Strategies'. And addition, there were two variables 2&3 in the ranks of 'Often used' between (Mean=3.51; SD.=1.01) and (Mean=3.53; SD.=1.04), the participants mentioned that they often used 'Cognitive and Compensatory strategies'. However, the other variables1 & 6 of (Mean=3.50; SD.=1.37) of 'Sometimes used', they responded that they sometimes used 'Memory-related strategies and Social Strategies' and another relevant variables. According to the interviews results supported the findings of language learning strategies used by the participants ranking of (1) Never used (2) sometimes used (3)

Always used; the results of the interview were supported that 70% of 'Sometimes used' of the participants used the 'Meta-cognitive strategies'. Next, 63.33% of 'Sometimes used' respectively; they used by 'Social strategies' and 16% of them responded of 'Always used' while 19.16% of them were responded 'Never used', and the other three variables of 60%, 61.66% & 61.11% of 'Sometimes used' optioned similarly towards 'Compensatory, Memory-related strategies & Cognitive strategies'. Lastly, 54% of 'Sometimes used' of Affective strategies' were also found in their English language learning field. Those results could be concluded that the most of language learning strategies were used by the majority of participants. However, those strategies were seemed not frequency used, and this is because the highest optional proportions of participants were

responded on the rank of 'Sometimes highly frequency used of the related used' respectively. The results of 'now strategies should be discussed.

Table4: Significance of Perceptual **language learning styles** of the participants' gender.

Components	Gender	Mean	SD.	Sig.(2 tailed)
Visual	Males	3.94	0.58	0.06
	Females	3.80	0.48	
Auditory	Males	3.90	0.53	0.40
	Females	3.84	0.57	
Kinesthetic	Males	4.20	0.53	0.04
	Females	4.08	0.61	
Tactile	Males	3.68	0.54	0.05
	Females	3.53	0.50	
Individual	Males	3.25	0.70.	0.04
	Females	3.02	0.78	
Group	Males	3.88	0.76	0.01
	Females	3.63	0.64	

As indicated in the table4, the results were found that almost findings of the five language learning styles 'Auditory, Kinesthetic, Tactile, Individual, and Group learning styles' that expressed above table, there were significant different between two mean scores was 0.01-0.05 at ($p \leq 0.05$) respectively. However, the difference between the two mean scores of 0.06, of ($p > 0.05$), therefore, there were no significantly statistical difference between the two means scores obtained by males and females towards 'Visual learning style'

Table5: Significance of perceptual **language learning strategies** of the participants 'gender.

Components	Gender	Mean	SD.	Sig.(2 tailed)
Memory	Males	3.61	0.74	0.03
	Females	3.40	0.61	
Cognitive	Males	3.63	0.64	0.01
	Females	3.40	0.54	
Compensatory	Males	3.61	0.62	0.10
	Females	3.45	0.72	
Meta-cognitive	Males	3.78	0.66	0.31
	Females	3.69	0.58	
Affective	Males	3.54	0.65	0.01
	Females	3.28	0.86	
Social	Males	3.79	1.07	0.00
	Females	3.21	0.73	

As indicated in the table5, the results were found that almost findings of the four language learning strategies 'Memory, Cognitive, Affective and Social' shown above mentioned table, there were significantly different between mean scores between 0.00-0.03 respectively at ($p < 0.05$). However, the difference between the two mean scores

towards 'Compensatory and Meta-cognitive Strategies) were ($M=3.61$ & 3.45) at $p= 0.10$ and (3.78 & 3.69) at $p= 0.32$ at ($p>0.05$) respectively. Therefore, there were no significantly statistical difference between the two means scores obtained by males and females.

Table6: Pearson Correlation: Components of Perceptual language learning styles and learning strategies.

Components		Memory	Cognitive	Compensation	Meta-cognition	Affective	Social
Visual	Pearson Correl.	0.199**	0.329**	0.325**	0.343**	0.219**	0.347**
	Sig.(2-tailed)	0.007	0.000	0.000	0.000	0.003	0.000
	N.	180	180	180	180	180	180
Auditory	Pearson Correl.	0.305**	0.392**	0.405**	0.414**	0.279**	0.201**

	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.000	0.007
	N.	180	180	180	180	180	180
Kinesthetic	Pearson Correl.	0.326**	0.256**	0.259**	0.326**	0.285**	0.107
	Sig.(2-tailed)	0.000	0.001	0.000	0.000	0.000	0.154
	N.	180	180	180	180	180	180
Tactile	Pearson Correl.	0.442**	0.337**	0.335**	0.348**	0.267**	0.143
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.000	0.56
	N.	180	180	180	180	180	180
Individual	Pearson Correl.	0.358**	0.366**	0.454**	0.302**	0.311**	0.362
	Sig.(2-tailed)	0.000	0.000	0.000	0.000	0.000	0.068
	N.	180	180	180	180	180	180
Group	Pearson Correl.	0.351**	0.243	0.292**	0.163*	0.116	0.228**
	Sig.(2-tailed)	0.000	0.001	0.000	0.029	0.121	0.025
	N.	180	180	180	180	180	180

**Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed)

s shown in the table5, indicated the analysis of the Pearson correlation between perceptual learning styles and language learning strategies. The findings revealed that there were significantly correlated almost between learning styles and learning strategies at $p < .01$) respectively. '**Visual** learning style' has significantly correlated with the memory-related, cognitive, compensation, meta-cognitive, affective, and social strategies. Addition, '**Auditory** learning style' has significantly correlated with the memory-related, cognitive, compensation, meta-cognitive, affective, and social strategies Next, '**Kinesthetic** learning style' significantly correlated

with the memory-related, cognitive, compensation, meta-cognitive, and affective strategies. Moreover, '**Tactile** learning style' has significantly correlated with the memory-related, cognitive, compensation, meta-cognitive, and affective strategies. Similarly, '**Individual** learning style' significantly correlated with the memory-related, cognitive, compensation, meta-cognitive, and affective strategies. Finally, '**Group** learning styles' was significantly correlated with memory-related, cognitive, compensation, meta-cognitive, and social strategies. Regarding to the criteria of Strength of correlation of M. F. Zady. (2000) cited

in A. G. Asuero et al. (2006) the results were found that the significantly correlated between language learning styles and language learning strategies at $r=0.21-0.49$ of 'little correlation to low correlation' it means the correlation significance of learning styles and learning strategies were in the rank of low correlation between two mean scores.

4. Discussion

To reveal the first research objective, the results of the study indicate that the predominant learning style of English students at Department of English(DOE.), Faculty of Education (FOE.), Champasack university (CU.) is kinesthetic learning styles; the findings are shown that kinesthetic learning style is the most preferred learning styles by the students, it means that the students could learn very well when they involve and participate the activities such communicative activities or games in classroom, this finding was in line with previous studies Yeoh Li Cheng.(2019), Mulalic, Almasa, et al.(2009). Secondly, it was very interesting to observe that learning styles of the students while learning English at the (DOE) are visual and auditory learning styles; this findings supported Cecilia Obi Nja. (2019). the students could learn more easily and comfortably when they have documents or lessons with instructions to learn and when the teacher visualizes

them in classroom. And addition, in line with the teacher explains clearly, it means they could learn very well when they listen to audiovisual aids and their classmates' suggestion and explanation. Following up finding close to visual and auditory learning styles is group learning styles; the students could learn more enjoyable and comprehensive when they learn with at least one other student, it means that group interaction and class tasks with other students encourage them to learn and understand the lessons successfully. Next to group learning styles is tactile learning styles. However, the students' least preferred learning styles is individual learning styles in line with Yeoh Li Cheng.(2019). Regarding to the results of language learning strategies findings, it is found that meta-cognitive, compensatory, and cognitive strategies were the most often frequency strategies used. Following up similar findings are memory-related and social strategies whereas, the affective strategy is the least used strategies regarding to the participants' perception supported with Emine C. &Serpil Y. (2012) & Diemroh I. (2021).

To prove the hypothesis H_0 , there is statistically significant difference between learning styles and strategies preference and base on students' gender with significant values $p < 0.05$ And second research objective, the results of

learning styles toward gender's perceptual preferences, there are statistically significant differences between males and females in auditory, kinesthetic, tactile, individual and group learning styles. According to the results of the students' learning strategies used, there are statistically significant differences between males and females in memory-related, cognitive, affective and social strategies. The results of the study are in line with Hassan S. A. & Mahsa B. (2018).

Within respect to the second of research objective, the results of the study revealed significant positive relationships between students' learning style preference and language strategies used. When the results are examined in details, it is interesting to study that findings revealed that almost language learning styles were significantly correlated with almost language learning strategies, these results also supported the result of Mohammed A.J.(2010), Sahragard, et al.(2016), & Tabanlıoğlu & Selime. (2003). the research which investigated the relationship between perceptual learning style preferences and language learning strategies in learning a second language. The researchers have found significant relationship between perceptual learning styles and language learning strategies reported that visual and auditory learning styles related to each other

strategies the most. This study also tended to support the study of Sahragard and Abbasian, et al.(2016).

In order to prove the hypothesis; H_1 , there is no significant difference between learning styles preferences and strategies used and base on students' gender with significant values $p > 0.05$. the results of learning styles toward gender's perceptual preferences, there are no statistically significant differences between males and females in visual learning styles. And additional results of the students' learning strategies used, there are no statistically significantly differences between males and females in compensatory and meta-cognitive strategies. The results of the study are in line with Mohammed A. J. (2010).

Moreover, it is important to note that the findings of the current study supported the recognizing and reflecting the learners' language learning styles preference and learning strategies used relatively. Similarly, teaching styles, methods and related learning activities are directly appropriated to students' learning styles and learning strategies. Therefore, the teachers should be aware of learners' different learning styles and learning strategies; it also could be said that the suitable teaching strategies can be adopted to support students' language academic performance successfully.

Therefore, the results highlight that students learn well in using kinesthetic, auditory, visual and group learning styles; activities like communicative activities, communicative language games, group activities and audiovisual presentation should be implemented in the classroom. Addition, teacher should provide more learning activities inside and outside classroom in order to achieve more experiences of practicing speaking and listening will help the students remember and master vocabulary and the language skills. Besides, it is necessary to stimulate and promote students to learn English with language activities or games on grammar and vocabulary, commutation structures of every day English used, this is because, they will be engaged students in learning process successfully. Moreover, the teacher should be aware of these differences to make sure the learning materials are suitable, and the classroom activities are relevant to meet learners' needs. Along with this, students should know their leaning styles as well to maximize their learning potential and lead academic success. However, regarding to the results of the students' learning styles preferences and learning strategies used, it is looked that they did not use the six learning strategies frequency during learning English and majority of students are not proved themselves

completely with effective learning styles preference. So that, it seems language learning styles and learning strategies are closely linked, it is really important to take language learning strategies training and revealing them know what learning styles and strategies they are into consideration during students conduct learning English language course at Department of English, Faculty of Education, Champasack University.

5. Conclusion and Recommendations

5.1 Conclusion

The results of the study could be completely concluded that the results highlight that students learn well in using kinesthetic, auditory, visual and group learning styles. For the language learning strategies used reveal that the meta-cognitive, compensatory, and cognitive strategies are the most often frequency strategies used. Similar findings are memory-related and social strategies. The results also could be said that the most of language learning strategies were used by the majority of participants however, those strategies are not seemed frequency regularly used, and this is because the highest optional proportions of all variables of the interview and the questionnaires are in the ranks of 'Sometimes used' consistently and for 'Often used' options are lower differently. Base on the participants' gender's perception on

language learning styles preference and strategies used are significantly different between males and females, it means the males and females differently prefer in auditory, kinesthetic, tactile, individual, and group learning styles. For the participants' language learning strategies used between males and females in 'Memory, Cognitive, Affective and Social' are also significantly different. Lastly, the Pearson Correlation Components of perceptual language learning styles and learning strategies are significantly correlated among almost the other strategies, however, the social strategies is no significantly correlated with 'Kinesthetic, Tactile and Individual styles'. Similarly 'Group learning styles' is also no significantly correlated with 'Affective strategies'.

5.2. Recommendations

❖ **For Applications:** The following applications of the study are relevant for EFL classrooms in the following useful suggestions:

1. Active use of English and various language learning and teaching styles and strategies should be emphasized to students in related context especially at DOE, FOE, CU. English teachers should recognize and provide related types of learning styles such as kinesthetic, visual, auditory and group learning linking up all related types of language learning strategies. To

provide them with visual aids such as videos, films, transparencies, and slides should be available in English language classroom.

2. The meta - cognitive, compensatory, and cognitive strategies learning strategies should be developed with classroom activities which encourage interactions and comprehension language lessons well. Related organization should create projects which aim is to be aware of the different learning styles and the strategies that favor each style. To encourage teachers to know students learning styles at the beginning of each course. And it is importantly to take language learning styles and strategies training and revealing them know what they are into consideration.

❖ For further researchers.

1. It is necessary to consider other factors that can influence students' proficiency like their background (age, semester year, academic performance, economic level, learning environment, etc) to enrich the study.

2. Develop an experimental research on the topic. For students should get aware of their learning styles with the related subject or academic performance achievement.

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