

Title A study of English Learning Styles and English Learning Strategies of Second Year Students, Rajabhat Universities in Bangkok

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Abstract

This research intends to study the English learning styles and the English learning strategies of second year English major students in the faculty of Education and the faculty of Humanities and Social Sciences , Rajabhat Universities in Bangkok. Four groups of students were classified by the grades they received from their English subject last year ; Advanced group (grades are A+, A, A-), Intermediate group (grades are B+, B, B-), Elementary group (grades are C+, C, C-) and Foundation group (grades are D+, D, D-)

The sample group for the study is 303 second year English major students in the first semester of the academic year 2011 in the faculty of Education and the faculty of Humanities and Social Sciences in 5 Rajabhat Universities in Bangkok ; Suan Dusit Rajabhat University, Phranakhon Rajabhat University, Chandrakasem Rajabhat University, Bansomdejchaopraya Rajabhat University and Suan Sunandha Rajabhat University. The instrument applied for data collection was the questionnaire. The data obtained was analyzed by the applications of percentage, mean and standard deviation.

The study findings revealed the following :

1. The group from the more advanced students tended to have highly visual preference and global-oriented learning styles and followed by openness learning styles. The intermediate group showed to be stronger in global-oriented learning styles and concrete and sequential learning styles in that order. The elementary group used highly closure learning styles and followed by analytic orientation learning styles.

Lastly, the foundation group showed to be stronger in global-oriented learning styles and intuitive learning styles in that order. The advanced group, the intermediate group and the elementary group almost never tended to have relations with others learning styles while the foundation group almost never tended to have task orientation learning styles.

2. The advanced group tended to have highly metacognitive learning strategies and followed by compensation learning strategies. The intermediate group used highly metacognitive and affective learning strategies and followed by social learning strategies. The elementary group tended to have highly metacognitive, affective and social learning strategies and next for compensation learning strategies. Lastly, the foundation group showed to be stronger in memory learning strategies and social learning strategies in that order. The advanced group, the elementary group and the foundation group almost never utilized cognitive learning strategies while the intermediate group almost never utilized compensation learning strategies.