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## Exploring English Learning Preferences among Chiang Rai Rajabhat University Students: A Research Inquiry

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### Abstract

This study explores the dynamics of learners' learning styles in Chiang Rai Rajabhat University (CRRU) English language courses. Employing qualitative techniques such as surveys and interviews, it identifies common learning styles, differences in English proficiency levels, and efficient teaching approaches. The thematic analysis highlights connections between language proficiency and learning styles, revealing illuminating patterns about student preferences. The findings have applications for educators, emphasizing the necessity of customized strategies to address the heterogeneous nature of the learning environment. Furthermore, by providing comprehensive insights into learning patterns, this study significantly enhances English language instruction at CRRU. These discoveries can be leveraged by educators to craft inclusive and adaptable teaching methodologies that cater to diverse student preferences. The research underscores the necessity for Chiang Rai Rajabhat University to embrace a more efficient and responsive English language instruction paradigm which recognizing the importance of accommodating various learning styles.

**Keywords:** Non-Native English Language Learners, Identifying Learning Styles, Learning Style Student Habits, Strategies Impact of Culture Cross-Cultural Communication

### Introduction

In the dynamic tapestry of our contemporary global context, education assumes a pivotal role, orchestrating the metamorphosis, progression, and transmission of knowledge across generations. Yet, this journey is not without its hurdles, and the rich diversity inherent in our global community has birthed language barriers amidst the ongoing march of globalization. Responding to this challenge, the English language has ascended as a lingua franca, traversing cultural and geographical borders to serve as a global conduit for communication in realms such as politics, education, and cultural exchange. The insights shared by David Crystal in 2019 underscore the intricate interplay of historical, political, and imperial factors, illuminating the path that led English to its current global prominence.



This research delves into the intricate realm of language acquisition, focusing explicitly on the experiences of Non-Native English Learners (NNEL) who navigate the complex journey of acquiring English as a second or third language. The epicenter of this exploration lies within the international student community enrolled in the English for International Communication (EIC) program at Chiang Rai Rajabhat University (CRRU), Thailand. In accordance, Shneyderman (2023) states that language acquisition is very difficult on the other hand there is a preference for the learning technique in each of the students. By honing in on this diverse group, the study aims to unravel the distinct learning styles, challenges, and barriers confronted by non-native English learners. Employing a comprehensive mixed-methods approach that amalgamates questionnaires and in-person interviews, the research aspires to yield nuanced insights that contribute to a broader understanding of language education. Beyond the confines of this specific study, the ultimate goal is to foster inclusivity and support for non-native English learners globally, nurturing collaborative efforts and mutual comprehension within the expansive domain of language acquisition and education.

### Research Questions

1. What are the key factors influencing the perceptions of Chinese transfer students regarding the educational system at Chiang Rai Rajabhat University?

This research question guides us in identifying key factors including language barriers, cultural differences, teaching methods, faculty-student interactions, and support services.

2. How do Chinese transfer students experience the academic and social aspects of the university environment in Chiang Rai?

This research question gives Chinese transfer students varying experiences in academic settings, ranging from satisfaction with course content to difficulties in academic integration.

3. What strategies and support mechanisms can be identified to improve the integration and academic success of Chinese transfer students within Chiang Rai Rajabhat University?

This research question would guide us to identify strategies including the provision of language support programs, cultural orientation workshops, academic advising services, and peer mentorship initiatives.

### Literature Review

This literature review explores factors influencing student learning styles in English language learning, addressing practices, perceptions, and effectiveness. The focus extends



to non-native English learners, identifying gaps and analyzing obstacles. The study considers learning styles, obstacles, habits, and cultural backgrounds, emphasizing classroom preferences. An example study by Wang (2007) reveals diverse learning style preferences among Chinese students studying English as a foreign language. The study emphasizes the need for varied teaching strategies and highlights the importance of English as a Foreign Language for students pursuing diverse degrees, offering insights into the relationship between learning styles and language acquisition.

Gokalp and Murat (2013) explored the impact of students' learning preferences on academic performance, revealing disparities in grade improvement based on the presence of a study plan. However, the study's limitation of using only one data collection method and neglecting factors like study time and methods employed hindered a comprehensive understanding of teaching strategies and developmental gaps. In 2017, Sawetsunthornpan focused on gender variations in learning styles in English classrooms, emphasizing auditory learning preferences among participants. Despite highlighting the superiority of auditory learning, the study's reliance on a single data collection tool posed a limitation. In summary, effective learning styles for non-native English learners involve interactive language use, necessitating study plans and incorporating visual, sensing, and auditory styles. Despite these findings, further exploration is required to understand the nuanced effectiveness of these styles among non-native English learners in educational settings.

Learning styles encompass individuals' preferred approaches to acquiring and processing information, involving cognitive, affective, and physiological dimensions (Coffield, 2004). These styles inform how learners perceive and engage with educational materials, and recognizing them can guide tailored instructional strategies. Models like VARK categorize learners based on visual, auditory, reading/writing, or kinesthetic preferences, while Kolb's Experiential Learning Theory identifies distinct learning modes. Despite widespread discussion and application in education, criticism exists regarding the conclusive evidence of improved outcomes through personalized instruction based on learning styles (Pashler, 2008). Exploring learning styles among Shan and Chinese students at Chiang Rai Rajabhat University in Thailand, drawing on VARK and Kolb's theories, contributes insights into cultural influences on language acquisition. This research aims to identify factors impacting language skill development, informing inclusive instructional approaches for students with diverse linguistic and cultural backgrounds in the dynamic landscape of language learning.

The journey of learning a new language is intricately shaped by individual learning styles, encompassing preferences for analytical or global thinking and auditory or visual approaches. These inherent inclinations, as described by Cornett (1983), offer overarching patterns guiding learning behavior. Dunn, R., Griggs, S. A., Olson, J., Beasley, M., & Gorman,



B. S. (1988) highlighted that learning styles are biologically and developmentally imposed characteristics that render teaching methods effective for some and ineffective for others. Learning strategies, as outlined by Scarcella and Oxford (1992), involve specific actions students take to enhance their learning, with six categories organizing these strategies. The existence of learning styles is nuanced, falling on a continuum rather than a binary scale. Understanding these multifaceted frameworks is crucial in language acquisition, emphasizing the need for personalized approaches in education. By acknowledging and accommodating diverse methodologies, both educators and learners can optimize the language learning experience, fostering engagement and efficacy.

This research project focuses on understanding the learning styles of Chinese students studying English at Chiang Rai Rajabhat University in Thailand and Shan students from Myanmar. The investigation is guided by Kolb's Experiential Learning Theory, which emphasizes learners' preferences for specific modes of learning, and the VARK model, categorizing learners based on visual, auditory, reading/writing, and kinesthetic modalities. Cultural aspects are considered, recognizing the influence of a person's cultural background on language acquisition. Additionally, Phillip (2010) investigated multiple intelligences, drawing from Howard Gardner's theory, which provides an additional theoretical foundation, acknowledging various intelligences beyond traditional metrics. Integrating Gardner's focus on linguistic, musical, interpersonal, and spatial-visual intelligence offers a holistic perspective in line with the multicultural student body. This approach, combined with Kolb's experiential learning model, aims to comprehensively analyze language learning approaches among the target population, informing tailored pedagogical strategies for successful English language instruction in a multicultural educational setting.

Holliday and Amadas (2019) emphasize the evolving landscape of English language education, particularly regarding teacher identity and control over English, intertwined with cultural considerations. The dominance of national cultures is challenged by critical cosmopolitan perspectives, advocating for refraining from dictating cultural and linguistic norms and allowing educators and learners from peripheral regions to define English and English language education on their terms. The integration of mobile technologies, examined by Kacetl and Kimova (2019), underscores its significance in language learning, offering advantages such as enhancing cognitive capacity, motivating learners, fostering autonomy, and facilitating personalized learning. In China, English language education policies have undergone dynamic changes, with various supportive measures introduced over the years. However, a comprehensive understanding of these policies is lacking, and recent adjustments in testing requirements have significantly impacted English language instruction in the nation. Additionally, parental involvement is recognized as a significant



factor influencing students' academic outcomes, with research highlighting its correlation with children's achievements across different nations, emphasizing the need for teacher training on involving parents in language development.

In the realm of English language education, understanding cross-cultural communication skills is crucial for unraveling the nuances that shape language learning experiences. According to Huang (2015) study on students majoring in English for International Communication at Chiang Rai Rajabhat University reveals diverse perceptual learning styles, emphasizing the importance of navigating cultural intricacies within the learning environment. This literature review delves into the rich tapestry of cross-cultural communication skills, categorizing it as a fundamental pillar alongside motivation and technology integration. It explores the impact of cultural diversity on language learning preferences and practices, aiming to provide insights for educators, researchers, and policymakers. The review emphasizes the multifaceted understanding of English language learning styles, encompassing cross-cultural communication skills, language learning motivation, and technology integration. By acknowledging both visible and invisible cultural elements, the review seeks to unravel the complexities of cross-cultural communication, ultimately contributing to effective teaching strategies for non-native English speakers.

In their 2016 study, Aguila and Harjanto explored the dual impact of anxiety on the learning process, focusing on foreign language anxiety among university students and its effects on speaking proficiency. The study highlighted the potential negative influence of anxiety, causing intellectual and psychological disturbances that could lead to deterioration in the overall quality of the learning experience. Conversely, anxiety was identified as a potential motivator in certain situations, driving students to enhance their learning due to perceived pressure. Conducted with participants in an English Conversation Class, the study utilized tools such as the Foreign Language Class Anxiety Scale questionnaire and interviews. Classroom observations revealed a slightly elevated level of anxiety among students, indicating an inverse relationship between anxiety levels and speaking scores. The findings emphasized that anxiety significantly impacted students' communicative and interactive abilities, identifying key factors contributing to foreign language anxiety.

Language anxiety, a complex set of self-perceptions and behaviors, can either encourage or hinder language learning. Studies have explored its causes, effects on academic performance, and coping mechanisms. The finding of Kianinezhat (2024) investigated foreign language anxiety in education; it shows the challenges of the learners in the acquisition of a new language. The finding was investigated on the connection between anxiety and language acquisition among the students in the Islamic Azad



University. Defined as a complex set of self-perceptions, beliefs, feelings, and behaviors related to language learning, foreign language anxiety (FLA) can either facilitate or impede learning depending on its nature. Encouraging anxiousness can motivate learners to be more driven and committed, while crippling anxiety may lead to avoidance behaviors and hinder language acquisition outcomes. Numerous studies have explored the causes of anxiety, its effects on academic performance, and the coping mechanisms employed by students.

In conclusion, studies by Aguila and Harjanto (2016) provide a comprehensive understanding of language anxiety dynamics and its implications for the language learning process. Aguila and Harjanto highlight anxiety's dual nature, acting as both an impediment and a motivator, impacting learners' communicative abilities. Trang and Karen-Baldauf establish a clear link between anxiety and academic performance, particularly in oral communication. The examination of internal and external factors contributing to anxiety enriches comprehension of its pervasive influence on language learners, crucial for educators and researchers addressing and alleviating language anxiety's impact on language education.

## Methodology

To comprehensively explore the learning styles and experiences of students majoring in English for International Communication at Chiang Rai Rajabhat University, the research adopts a multifaceted methodology incorporating both quantitative and qualitative approaches. The study encompasses three distinct participant groups: Shan students transitioning from Myanmar, Chinese students arriving from China, and Thai students attending Chiang Rai Rajabhat University. This inclusion of diverse nationalities, with 20 participants per group for online questionnaires and five participants per group for interviews, ensures a rich and varied dataset. The research aims to capture the unique background and cultural contexts of each participant, fostering a comparative analysis within the same academic program and university setting.

The research employs a mixed-methods approach, utilizing online questionnaires for quantitative insights and in-person interviews for qualitative perspectives. Online surveys, distributed electronically, feature adapted versions of established learning style inventories to quantitatively assess the dominant learning styles of participants. In-depth, semi-structured interviews are conducted to explore individual experiences, preferences, and perceptions related to English language learning, providing qualitative depth to complement the quantitative data. The flexibility of incorporating phone calls for interviews adds a personalized touch, accommodating participants' preferences and potential logistical challenges. The comprehensive data collection procedures aim to





provide a nuanced understanding of learning styles among Shan, Chinese, and Thai students, addressing potential challenges while ensuring a robust research process.

The data analysis unfolds in two distinct phases. For quantitative data from online surveys, descriptive analysis and quantitative assessments using appropriate statistical tests will be employed. Comparative analysis will explore differences or similarities in learning styles among the three student groups. Qualitative data from in-person interviews will undergo thematic analysis, identifying common themes and variations in individual experiences related to English language learning. Coding and categorization will systematically organize qualitative data, ensuring a nuanced understanding of diverse perspectives within each group. The integration of qualitative and quantitative findings aims to yield a comprehensive and holistic understanding of learning styles among the different student populations in the English for International Communication program.

In outlining the methodology, meticulous attention is given to ethical considerations, participant selection, and data limitations. The research methodology acts as a collaborative roadmap, ensuring transparency and reliability while acknowledging potential constraints. This approach aligns with the research's overarching goal of providing a nuanced and authentic exploration of the learning styles and experiences of Shan, Chinese, and Thai students at Chiang Rai Rajabhat University.

## Results

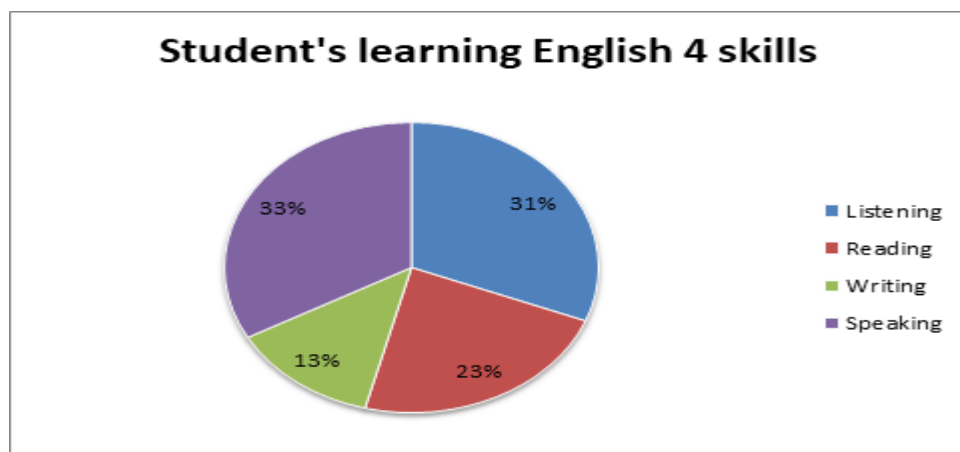
This research project examines the diverse learning styles of students from Myanmar, Thailand, and China at Chiang Rai Rajabhat University, focusing on English language acquisition. The study aims to understand the interplay between cultural contexts and individual learning preferences, providing insights for educators, curriculum developers, and policymakers. The data collected will be used to compare students' adaptation and resilience to the English language, with an average learning duration of 14 years. The research contributes to existing literature on cross-cultural research in education, examining factors such as educational systems, language of instruction, and prior exposure to English.

The other study explores diverse learning preferences in English language acquisition, focusing on students from China, Shan, and Thailand. Analyzing the provided data, the research investigates the favored learning styles among these groups, emphasizing the commonality and variation in their approaches. The findings reveal a strong inclination toward speaking due to the examination of English language learning styles among degree-seeking students from Myanmar, Thailand, and China at Chiang Rai Rajabhat University. It aims to understand cultural contexts and individual learning preferences, providing insights for educators, curriculum developers, and policymakers.



The study will use data to compare students' adaptation and resilience to English, considering local communities' impact.

Exploring diverse learning styles has become essential in the evolving landscape of global education. This study focuses on students from Myanmar, Thailand, and China, aiming to uncover insights into their nuanced preferences and approaches to learning English. According to Kolb's Experiential Learning Theory, the students are shown the learning process through experiential skills such as the models of the VARK through the visual, auditory, reading, and writing skills. The cultural, linguistic, and educational diversity within these countries offers a valuable context to understand how students' learning styles are influenced by their unique backgrounds. As the world becomes increasingly interconnected, cross-cultural research in education gains significance. By shedding light on how students from these countries engage with and comprehend the English language, this research aims to contribute to the existing literature. Examining educational backgrounds, including factors such as educational systems, language of instruction, and prior exposure to English, forms a crucial part of this exploration. The research endeavors to provide insights into the dynamic relationship between students' educational backgrounds and their learning styles in English, anticipating implications for educational practices in our interconnected world.



Student learning English 4 skills (preferences)

As seen in the table, this passage addresses the various learning styles of pupils from China, Shan, and Thailand. It highlights how important it is to comprehend these preferences, which are influenced by things like cultural background and educational history, to properly meet the unique demands of each student. The study demonstrates that all three groups have a significant desire to learn English, with speaking abilities being the most prevalent desire (33%), even though there are disparities in preferred learning approaches. According to the study, speaking-style learning is greatly preferred, which may





have been impacted by the focus placed in schools on speaking abilities. Among all groups, listening exercises came in second place (31%) in terms of preference, demonstrating their significance for language development.

The text highlights similarities and differences in preferred learning methods, highlighting the necessity for educators to take these results into account when developing effective language teaching strategies. The statement from a participant emphasizes how speaking English is preferred over grammar because it places less stress on it. Based on the statistics presented, it appears that students' choices for language learning are influenced by the differing degrees of effort required to handle English grammar and structure across different learning modalities. Preferences for reading (23%) and writing (13%) show similarities and differences that underscore the influence of cultural and educational variables. To adapt successful language teaching strategies that meet the demands of students from a variety of backgrounds and needs, educators must have a thorough understanding of these preferences. The study's conclusion highlights the value of individualized learning strategies in English language acquisition by giving participants perspectives on an individual basis.

Deciphering the factors contributing to effective language acquisition involves understanding the habits cultivated by students in their pursuit of learning the English language. This exploration focuses on students at Chiang Rai Rajabhat University, revealing a mosaic of habits shaping their English language learning experiences. According to the study, 27.5% of students find value in the custom of taking notes in English classes, demonstrating their dedication to recording important information. Furthermore, 12.8% place a high priority on routinely reviewing English texts, highlighting the significance of revision for mastering. Seeking support from instructors (7.8%) or working together with peers (13.8%) promotes a feeling of community, whilst 24.1% establishing clear objectives and 14% following a regular timetable demonstrate a methodical approach to English language learning. In conclusion, the diverse learning habits among Chiang Rai Rajabhat University's students reflect a conscientious and thoughtful stance toward mastering the English language, emphasizing the need for educators to acknowledge and support these varied approaches for a dynamic and effective learning experience.

Starting with an investigation of the many approaches taken by students at Chiang Rai Rajabhat University to improve their proficiency in the English language, this study exposes a complex tapestry of techniques that support an all-encompassing and immersive instruction. According to the respondents, 28.4% of students use online resources, highlighting the importance of technology in offering interactive opportunities for skill development. Furthermore, 19.5% actively assess their learning, exhibiting independence in tracking language development, and 14.5% dedicate themselves to self-



reflection, exhibiting attention toward personal advancement. Participating in extracurricular English language activities (21.2%) demonstrates a commitment to practical application, and 16.4% of students say that asking teachers for feedback strengthens a guided and cooperative learning environment.

These practices signify a positive shift towards student-centered learning, aligning with contemporary pedagogical trends and fostering a dynamic, interactive, and real-world-applicable language learning journey (Weimer, 2013). Recognizing and supporting these approaches can enhance language education, encouraging a proactive and dynamic learning stance beyond traditional classroom boundaries.

This study explores the nuanced relationship between motivation and language learning among international students at Chiang Rai Rajabhat University, concentrating on Shan students from Myanmar, Chinese students from China, and Thai students. Regarding Aguila and Harjanto (2016) there is an impact on the student's adaptation to the learning process due to the anxiety in the acquisition of the new language. The research delves into factors driving motivation and the dynamics of language acquisition within a multicultural academic environment. Participants highlighted the importance of understanding diverse English usage, particularly through exposure to various accents, reflecting proactive efforts to navigate global communication intricacies. One Shan participant emphasized the significance of comprehending linguistic variations to overcome communication barriers, while a Thai participant shared a transformative journey, recognizing the institution's role in fostering inclusivity and a globally aware perspective. The findings contribute valuable insights into the intersections of motivation, cultural diversity, and language acquisition, shedding light on the multifaceted nature of English learning in the global higher education landscape.

This exploration delves into the intricate effects of language anxiety on students' learning and communication, emphasizing the multifaceted nature of this construct. Stemming from fears of making mistakes and potential ridicule, language anxiety significantly impacts students' linguistic and emotional dimensions. Regarding this, the respondents have shown agreement in the learning process which makes it not very usual to use the language and leads to the anxiety of being scared to make mistakes. It is matched with the findings of Aguila and Harjanto (2016) which figured out the impact of anxiety in the learning process. On the other hand, the respondents also made comments on the learning process that it is very necessary to be confident and speak the language so that they can overcome the fear of using the new language.

The results highlight the significance of teachers addressing the linguistic and emotional dimensions of language acquisition to establish safe spaces that reduce embarrassment. Furthermore, the study contrasts the learning techniques of Thai, Chinese,



and Shan pupils, exposing a variety of cultural impacts on language learning. In 2019, Holliday and Amadasí made the argument that the growth of the student's learning process might be impacted by the community's variety in terms of culture, identity education (teaching methods), and consideration of cultural differentiation during the learning process. Similar findings to those of Yurtsever and Ozel (2021) indicate that while learning techniques vary due to cultural quirks and educational frameworks, there are also commonalities. This underscores the necessity for nuanced understanding to promote successful language instruction in various cultural contexts.

## Conclusions and Discussion

The findings from this research project offer valuable insights into the diverse learning styles of students from Myanmar, Thailand, and China at Chiang Rai Rajabhat University, particularly focusing on English language acquisition. By examining the interplay between cultural contexts and individual learning preferences, this study contributes to the existing literature on cross-cultural research in education.

One significant aspect highlighted in this study is the strong inclination toward speaking as a preferred learning style among degree-seeking students from these countries. When comparing with the model of VARK from Kolb theories by Pashler (2008), this preference for speaking skills, emphasized by 33% of participants, underscores the importance placed on oral communication in language learning, potentially influenced by educational practices that prioritize spoken English proficiency. Additionally, the preference for listening exercises, ranking second at 31%, emphasizes the crucial role of auditory comprehension in language development.

Additionally, the study reveals both similarities and differences in preferred learning methods among the three groups, indicating the influence of cultural and educational variables. For example, the preference for speaking over grammar suggests that students may prioritize practical communication skills over formal language structure. Similarly, while reading and writing are recognized as important components of language learning, their relative preferences vary across cultural backgrounds.

The research also emphasizes the profound impact of cultural backgrounds on students' learning styles, echoing broader literature that acknowledges historical and traditional influences in education. According to Huang (2015), the data have confirmed that there is a difference in the acquisition of a new language due to cultural diversity. Drawing parallels with the entrenched traditional structure of the French educational context, the study reveals the pervasive role of cultural traditions in shaping learning preferences. Participants value storytelling as a means of preserving cultural narratives, highlighting the intertwining of language acquisition with cultural identity, similar to the



French classroom's emphasis on a unified Republic. This underscores the need for educators to incorporate cultural aspects into teaching methodologies.

As we delve into the comparative analysis of learning styles among Shan, Chinese, and Thai students, the study provides a nuanced understanding of cultural influences on language acquisition. While there are similarities in common practices for learning English, the research underscores variations due to cultural nuances and educational frameworks. The comprehensive examination demonstrates distinct approaches embraced by these student groups, contributing not only to linguistics but also to the broader discourse on cross-cultural education (Huang, 2015). The findings highlight the importance of recognizing diverse approaches taken by students from different cultural backgrounds across speaking, reading, writing, and listening, paving the way for inclusive and tailored language education practices (Gokalp, Murat, 2013). These findings underscore the necessity for educators to tailor language teaching strategies to meet the diverse needs and preferences of students from different cultural backgrounds. By recognizing and accommodating these varied approaches, educators can create more dynamic and effective learning experiences for their students.

Despite the valuable insights gained, the research acknowledges limitations, such as potential constraints posed by the availability of time for face-to-face interviews and the complexity of comparing and categorizing differences in learning backgrounds. However, the broader significance of the study extends beyond Chiang Rai Rajabhat University, offering a global perspective on English language education. The research serves as a guide for creating student-centered, engaging, and effective language learning experiences, influencing educational discourse beyond the local context. It emphasizes the need for dynamic and adaptable approaches, calling for inclusive pedagogies that acknowledge and celebrate the diversity of students' backgrounds and preferences. Overall, this study offers valuable insights into the dynamic nature of language learning among international students, emphasizing the importance of cultural sensitivity and personalized approaches in language instruction. By recognizing and accommodating the diverse learning styles and preferences of students, educators can foster more inclusive and effective language learning environments in multicultural academic settings.

In conclusion, our study at Chiang Rai Rajabhat University highlights the complex interactions between cultural circumstances and personal preferences to offer a comprehensive view of students' English learning patterns. Students from China, Thailand, and Myanmar exhibit a wide variety of techniques, which highlights the necessity for specialized teaching approaches. Gupta (2023) highlights that the increasing demand for practical, communicative language skills, coupled with the evolving landscape of technology-driven learning, underscores the necessity for English language education to



adopt a flexible and inclusive approach. According to DeCapua and Wintergerst (2016), effective cross-cultural education relies on an understanding of how cultural backgrounds influence learning, thereby providing crucial context to discussions surrounding inclusive language learning environments.

Furthermore, our comprehensive examination of the educational backgrounds of the students has revealed significant insights into the factors influencing their learning preferences. Our findings demonstrate that students from diverse nations possess varied cultural, linguistic, and educational backgrounds, which serve as crucial determinants in shaping their approaches to language acquisition. Building upon prior literature, our analysis underscores the importance of recognizing and understanding these differences to inform the development of effective instructional strategies.

Drawing on the thematic results derived from our study, we observe a spectrum of learning styles among students. This variation underscores the necessity for educators and policymakers to tailor instructional approaches to accommodate diverse learning preferences. By integrating insights from previous research, we substantiate the argument that acknowledging and addressing these differences is paramount for creating inclusive and effective language learning environments.

Moreover, our analysis contributes to the field of linguistics by highlighting the significance of adopting flexible and dynamic instructional methods. By synthesizing existing literature with our empirical findings, we advocate for the implementation of inclusive pedagogical practices that cater to the diverse needs of students. This academic discourse serves to enrich the discussion surrounding the optimization of language learning settings at Chiang Rai Rajabhat University. In conclusion, our study underscores the imperative for educators to identify and promote a range of learning practices to foster proactive and thoughtful learning habits among students. By embedding our findings within a robust academic framework, we enhance the scholarly value of our paper and provide actionable insights for advancing English language education in culturally diverse contexts.

## Recommendation

Chiang Rai Rajabhat University should adopt flexible pedagogical strategies to accommodate diverse learning preferences among students from Myanmar, China, and Thailand. This includes incorporating practical and communicative language skills into the curriculum, tailoring teaching methods to individual needs, and integrating cultural awareness and sensitivity into language education programs. Adopting dynamic approaches in language education, valuing diverse strategies across speaking, reading, writing, and listening skills, and creating a supportive atmosphere are also recommended. This aligns with proactive habits like online resources and extracurricular activities.



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