Impact of Auditory, Visual, and Kinesthetic Learning Styles on English Achievement in High School Students

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ABSTRACT

This study investigates the relationship between the linguistic style of learning and academic achievement in English among high school students. Recognizing the diversity in learning preferences auditory, visual, kinaesthetic/tactile, and multimodal the research explores how these styles influence students' performance in English language tasks, including reading, writing, speaking, and comprehension. The findings highlight that when teaching strategies align with students preferred linguistic styles, engagement and academic performance tend to improve. Furthermore, individual differences, motivation, language proficiency, and socio-cultural factors also significantly impact learning outcomes. Through understanding these dynamics, educators can create inclusive learning environments that cater to varied linguistic styles, thereby enhancing English language achievement at the high school level.

Keywords: Linguistic Learning Style, Academic Achievement, English Education, High School Students, Teaching Strategies, Learning Preferences.

1. INTRODUCTION

The issue of understanding the interplay between a student's linguistic style of learning and their academic accomplishment in English is a topic that is of utmost relevance in the field of education. When it comes to grasping the nuances of language and communication, high school is a crucial period in the academic path of a student. This is especially true when it comes to the subject of language. The way in which students interact with and digest information about language may have a substantial influence on how well they succeed in English courses. This connection is not a straightforward equation that can be applied to all situations; rather, it is a complex interaction of elements that need be investigated. Learning styles span a variety of inclinations, ranging from auditory learners who thrive on spoken language to visual learners who find their stride via written text and visuals. Auditory learners are those who learn best through spoken language. There is often

a wide range of these learning styles present in high school classes, and pupils in these courses have various degrees of competency in the English language. It is possible for a student's capacity to flourish in English to be improved or hindered by the manner in which instructors modify their teaching techniques and the classroom setting itself. This investigation digs into the complex web of variables that impact the link between linguistic learning style and academic accomplishment in English among high school students. Specifically, the investigation focusses on the relationship between the two. The influence of teaching practices, the function of individual variations, and the larger sociocultural framework in which learning takes place are all taken into consideration. Additionally, the distinctive characteristics of auditory, visual, and kinaesthetic/tactile learners are also considered. Furthermore, we will investigate the ways in which linguistic style preferences are intertwined with motivation, interest in the subject matter, degrees of language competence, and the use of effective learning techniques in order to evaluate the impact of these factors on academic performance. It is essential for educators, students, and those who make decisions about educational policy to have a solid understanding of these complexity. We are able to design learning settings that are more inclusive and successful by recognising and adapting the many linguistic styles that exist. This will eventually lead to increased academic accomplishment in the study of English at the high school level. A complicated and multidimensional link exists between the linguistic style of learning and the academic accomplishment of high school pupils in the English language. When investigating the link between linguistic style and academic achievement in the English language, it is vital to take into consideration a variety of characteristics since this relationship may be influenced by a number of different circumstances. Here are some important considerations to take into account:

1.1.1 Linguistic Style of Learning

- **Auditory Learners:** There are certain kids who prefer to study by hearing. If they have a good capacity to interpret spoken language, which is crucial for understanding lectures, conversations, and audio resources, then they may be able to flourish in English.

- **Visual Learners**: Some people are more visually orientated than others, and they may benefit from visual aids such as written texts, diagrams, and charts than others. Visual learners may have a better chance of succeeding in activities that require reading, writing, and the interpretation of visual information, all of which are a necessary part of the English studies curriculum.

- **Kinesthetic/Tactile Learners:** A number of pupils learn most effectively via practical experiences. The fact that this approach may seem to have a less direct connection to English does not change the fact that it may nevertheless have an effect on learning via activities such as role-playing, theatre, or physical interactions with language resources.

- **Multimodal Learners:** There is a significant number of students that have a mix of learning styles, which may shape the way in which they approach learning English. Including activities that are auditory, visual, and kinaesthetic in their learning experience may be beneficial to them.

1.1.2 Academic Achievement

Academic achievement in English can be measured through various means, including standardized test scores, coursework grades, essays, presentations, and language proficiency assessments.

1.2 Impact of Linguistic Style on Achievement

Matching Learning Style: Students who are taught in a manner that is in accordance with their chosen language style may have improved engagement and comprehension of the material. As an example, those who learn best by hearing may succeed in oral presentations or conversations, while others who learn best through seeing may do well on written projects.

When several learning styles are combined, the result may be a learning experience that is both more thorough and more effective. As an example, the use of visual aids in English lessons may be advantageous for those who are visual learners; but it can also be of assistance to individuals who are auditory learners by providing visual representations of spoken knowledge.

1.3 Teacher Strategies and Classroom Environment

When it comes to accommodating students with varying language styles, the teaching techniques and tactics that English instructors adopt play a vital influence. It is possible for effective educators to modify their methods in order to accommodate a variety of learning preferences.

Individual Differences: Each student is unique, and their linguistic style preferences can vary. Some students may adapt and learn in different ways depending on the task or context.

Motivation and Interest: There is a correlation between a student's level of academic accomplishment and their level of enthusiasm and interest in English. There is a possibility that a student's excitement for the subject matter might cross with their preferences in linguistic style.

Language Proficiency and Learning Strategies: There is a correlation between academic accomplishment in English and both the degree of language competence and the use of effective learning methodologies. It's possible that these elements interact with preferences about language style.

Cultural and Socioeconomic Factors: Cultural and socioeconomic backgrounds can influence linguistic style preferences and may indirectly affect academic achievement.

A complicated and multidimensional link exists between the linguistic style of learning and academic accomplishment in English among high school students. In essence, this relationship is complex and multifaceted. For the purpose of fostering better academic results, educators should strive to build classrooms that are inclusive, accommodating a variety of learning styles and taking into consideration individual variations. At the same time, students should investigate and modify their learning techniques in order to satisfy the requirements of English language development. In addition, it is of the utmost importance to acknowledge that academic accomplishment is impacted by a large number of variables in addition to learning style. These elements include motivation, the quality of the instructor, and the socio-cultural setting.

1.4 Concept of Linguistic Style of Learning

A person's preferred or dominant method of processing and comprehending linguistic information, such as spoken and written language, is referred to as their linguistic style of learning. This definition describes the notion of linguistic style of learning. It is a component of a more comprehensive framework of learning styles, which encompasses a variety of cognitive, sensory, and behavioural preferences that have an impact on how an individual learns and interacts with educational resources. The linguistic style of learning is a unique kind of learning that focusses on how a person is able to absorb, remember, and apply language in the most effective manner. Several essential components of the idea are as follows:

- **Auditory Learners:** Individuals who learn best via hearing and verbal communication are known as auditory learners. When knowledge is delivered vocally, such as via lectures, conversations, audiobooks, and spoken explanations, they have a tendency to comprehend it more efficiently than when it is presented directly.

- **Visual Learners:** Students who learn better via visual aids, written language, and images are said to be visual learners. Information that is presented to them in the form of written words, diagrams, charts, and other visual representations is essential to their ability to comprehend and recall the material.

- **Kinesthetic/Tactile Learners:** Kinaesthetic learners, also known as tactile learners, flourish when they are given opportunities to connect with learning materials via hands-on activities. Language learning activities that include movement, touch, or engagement with items that are relevant to language acquisition are beneficial to them since they learn by doing in this way.

- **Multimodal Learners:** A great number of people do not cleanly fall into a single learning style, but rather have a variety of preferences about how they learn. There is a term for these individuals: multimodal learners. The environment and the subject matter will determine whether or not they might benefit from a combination of auditory, visual, and kinaesthetic learning experiences.

- **Adaptability:** A person's linguistic learning style may be adaptive and may change based on the subject matter, the teaching technique, or the learning environment. It is vital to keep this in mind since it changes depending on the circumstances. It's possible that some people will use a completely different approach for certain activities or topics.

- **Impact on Education:** By gaining an understanding of the language learning style of a student, educators are able to better adjust their instructional strategies and resources to better accommodate the preferences of individual students. This has the potential to improve engagement, understanding, and the ability to remember knowledge.

- **Assessment and Identification:** Assessments and questionnaires are often used by educators in order to determine the primary learning styles of their pupils. It is possible for these technologies to assist in informing choices about education and to develop personalised learning experiences.

- **Learning Challenges and Differences:** When it comes to addressing learning obstacles or variances, it is very crucial to recognise preferences and preferences regarding language styles. In conventional classrooms, there is a possibility that certain students may struggle if the teaching techniques do not correspond with the learning style that they like.

- **Lifelong Learning:** Not only does the linguistic style of learning play a part in formal education, but it also plays a role in learning that continues throughout one's life and the development of skills. When it comes to learning new language skills or having new information, adults often have their own preferred methods.

In a nutshell, the idea of linguistic style of learning recognises the fact that different people have different preferences about the manner in which they interact with and process information that is linguistic in nature. By recognising and accommodating these preferences, it is possible to increase the efficiency of teaching and learning, which in turn leads to enhanced understanding and retention of language-related information, including topics such as English.

2. REVIEW

Rudd, M, et.al., (2020), Within a sample size of 2,026 students attending a private institution located close to Bangkok, the primary objective of this research article was to evaluate the link between students' English language competency and their academic achievement across a variety of courses. Students from a wide range of academic years and faculties, including engineering, business administration, information technology, and veterinary medicine, were among those who took part among the participants. Following the collection of English language assessment scores and grade point averages (GPAs) from all participants, the research proceeded to investigate the link between these two performance-related variables by using t-test significance testing ($\alpha = 0.05$) and Pearson's correlation coefficient analysis. The hypothesis presented in the study was based on Spearman's "g" factor theory of intelligence. It proposed that greater levels of English language competence would be associated with higher levels of academic accomplishment. The quantitative data obtained from the results of the t-test revealed that there were differences in the means of the two variables associated to performance that were statistically significant ($p < 0.05$). Furthermore, the examination of the correlation coefficient indicated that there is a substantial positive link between score on the grade point average and competency in the English language ($r = 0.653$). This discovery provides unmistakable evidence in support of the conclusion that greater levels of English proficiency are associated with higher grade point averages across all of the categories that were examined, including year group, gender, faculty, and the whole population that was sampled.

Idris, M, et.al., (2020), The purpose of this study was to investigate the relationship between the educational backgrounds of parents and the academic performance of their children, with a particular emphasis on the educational levels of both the father and the mother. In the research, the participants were students who were enrolled in the tenth grade in government high schools located in the Mardan District. The sample for the research was selected using a technique known as systematic random sampling, and the data collection process consisted of administering a questionnaire that was prepared personally to the individuals who participated in the study. The outcomes of the research indicated that there is a favourable association between the greater educational attainment of parents, including both dads and mothers, and the increased academic performance of their children. Particularly noteworthy is the fact that a significant association was found between the educational levels of parents and the academic achievement of their children. Taking into consideration these results, the research suggested that adult education programs, awareness campaigns, and the use of social media as vehicles for community education should be implemented.

Akram, M. (2019), A procedure that included the measuring of teaching quality utilising a variety of quality indicators was used in order to provide an evaluation of the efficacy of the teachers. With regard to these metrics, it was anticipated that instructors of high quality would continuously display positive performance. At the secondary school level, the major purpose of the research was to investigate the extent to which there is a link between teaching effectiveness ratings and the degree of academic accomplishment of students. For the purpose of stratification, forty high schools were selected using a multistage sample strategy. These schools included twenty male and twenty female schooling establishments. Following that, a total of two thousand ninth-grade students from the forty schools located within District Okara were chosen to take part in the research study. In order to evaluate the efficacy of teachers, a School Teacher efficacy Questionnaire (STEQ) was used. This questionnaire was designed and validated by Akram in the year 2018. The STEQ demonstrated a good degree of dependability, as shown by the Cronbach's alpha value of 0.88. Moreover, information on the academic performance of students in the subjects of English and mathematics was collected from the individual schools. To determine the extent of the connection between the efficacy of teachers and the accomplishments of their students, a Pearson correlation analysis was carried out. The data demonstrated that there is a link between teacher effectiveness scores and student success that is statistically significant and may be described as fairly favourable. Effective communication was the quality indicator that showed the largest link with student accomplishment in English and Mathematics, followed by the learning environment, which revealed the strongest correlation among the quality indicators itself. It was revealed using multiple regression analysis that teacher effectiveness ratings explained 32 percent of the variation in student accomplishment in English and 12 percent of the variance in student achievement in mathematics. Both of these percentages were found to be significant. The findings of the survey also revealed that there were no significant differences between male and female students in terms of their assessments of the efficiency of their lecturers. It is essential to point out that one of the limitations of the research was the possibility that private tuition might have an effect on the academic performance of students. In spite of this, the findings of the research indicate that student evaluations have the potential to be regarded as a sufficient supplemental data source for evaluating the quality of teachers.

Faisal, R. A. (2019), For instructional scientists, it is important to investigate the elements that influence the academic performance of students. Failure to realise the possible influence that these elements may have on both instructors and students may make it more difficult for language learners to maintain their tenacity. The purpose of this research is to determine the extent to which personality types and learning styles are prevalent in the Bangladeshi setting, as well as to evaluate the impact that these factors have on a sample size of 676 participants. A self-reported BFI and VARK questionnaire, in addition to an achievement exam, were used to collect data for the study, which was conducted using a cross-sectional quantitative research methodology. The results of the analysis show that agreeableness is the most prevalent characteristic across both sexes. When it comes to learning styles, boys tend to favour several modes of instruction (multimodal), while females tend to choose auditory learning. According to the findings of the research, there are significant correlations between demographic characteristics, personality traits, learning styles, and grade point average. An important finding is that there is a substantial correlation between the multimodal learning style and academic accomplishment, as well as between the extraversion personality and English language achievement in students who are learning English as a foreign language. It is anticipated that these results would serve as a guide for educators in the process of enhancing English language teaching and learning, not only in Bangladesh but also in other countries where English is not the primary language. In light of the fact that prior research has shown the important significance of learning styles and personality features of instructors to academic performance, it is possible that future study will investigate these topics.

Wei, H et.al., (2019), The major purpose of this research was to evaluate the impact that grit has on the foreign language performance (FLP) of children who are enrolled in middle school. In order to do this, a model of mediated moderation was established in order to investigate the ways in which the link between grit and foreign language proficiency (FLP) was mediated by foreign language enjoyment (FLE) and classroom environment (CE). This study used the Grit Scale-Short Version, the Chinese Version of the FLE Scale, and the English CE Inventory. It was conducted with the participation of 832 students who were enrolled in middle school. After one month had passed since the data collection, FLP was evaluated based on the students' final test results. A number of significant discoveries were made as a result of the investigation, which used both correlation and regression methods. In the first place, grit was shown to have a beneficial effect on FLP. In the second place, it was discovered that FLE acts as a mediator between grit and FLP. Last but not least, it was discovered that CE acts as a moderator for both the connection between grit and FLE as well as the link between grit and FLP. To summarise, the findings of the research indicate that grit not only directly improves the performance of middle school children in foreign languages, but it also indirectly improves foreign language proficiency (FLP) by encouraging higher levels of pleasure in the study of foreign languages. Furthermore, it was noted that the favourable effects of grit on FLE and FLP were more obvious in a classroom atmosphere that was conducive to learning.

Neumann, H, et.al., (2019), A solid link between students' results on English proficiency tests (EPT) and score profiles, such as those obtained from the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL), has not always been shown to be

obvious, according to previous study. When viewed in this light, the investigation of students' academic self-concept (ASC) appears as a useful route for predicting future academic achievement. Studies that have been conducted in the past regularly point to a favourable connection between students' academic success and their overall academic performance, and this is true in both the classroom and the higher education setting. The primary purpose of this research was to investigate the relationship between the academic accomplishments of first-year international students who were enrolled in undergraduate business programs at an English-medium university in Canada and a number of different factors. These factors included academic self-concept, language proficiency, and other characteristics that are relevant to academic success. Information was acquired regarding the students who participated in the study. This information included their grades in degree program courses, their yearly grade point average, their EPT scores (including sub scores), and their replies to an academic self-concept. In addition, interviews were carried out with teachers who were responsible for teaching two crucial classes. These interviews focused on the academic and linguistic requirements of the courses, as well as the characteristics of students who were successful in their classes. In the course of the study, correlations were calculated between the course grades, grade point averages, EPT scores, and ASC scores of the students. Additionally, content analysis was performed on the interviews with the instructors. The confluence of results from these many data sources provided support for the idea that academic achievement during the first year of a business school is collectively influenced by criteria such as language competence, academic success, and other contributing factors. In this section, the ramifications of these discoveries are broken out in great depth.

Oflaz, A. (2019), Participants in the study were university preparatory students who were studying German. The purpose of the study was to investigate the relationship between anxiety about learning a foreign language, shyness, techniques for learning a language, speaking scores, and academic accomplishment. The results showed that there is a negative correlation between anxiety over learning a foreign language and academic success, as well as scores on speaking activities. The personality trait of shyness did not show any meaningful link with either academic achievement or speaking scores. On the other hand, successful academic performance was favourably affected by language acquisition methodologies. In addition, there was a somewhat favourable association between shyness and anxiety of being exposed to a foreign language. Taking all of these characteristics into consideration, they were able to accurately predict 26.4% of academic success, indicating that they play a protective function. The research suggests that teachers in Germany could use certain measures in order to reduce the negative effects of shyness and anxiety on the process of learning a foreign language, which might possibly lead to improved academic performance among pupils.

Stoffelsma, L, et.al., 2019), A conceptual model that elucidates the relationship between English reading competency and the academic performance of first-year science and mathematics university students in Ghana was investigated in this retrospective research. Additionally, an empirical evaluation of this model was carried out. For the purpose of the research, longitudinal data were collected from a group of 133 pupils. By the end of the first year, it revealed strong medium-sized

impacts of English reading competence on students' grade point average (GPA). These effects were discovered using three separate mediation studies. In addition, a significant but not particularly strong indirect link between reading proficiency and final grade point averages by the end of the fourth year was discovered. This association was mediated by the GPA scores at the ending of the first year. As a result of these findings, the significance of academic English reading proficiency for students who are navigating non-Western, multilingual academic contexts is highlighted. Furthermore, the idea that the academic results achieved by students during their first year at the university serve as a reliable predictor of long-term academic success is reinforced. Consequently, this study highlights the need for universities in multilingual contexts to make investments in strengthening the English reading competency of second language students from the beginning of their academic pursuits. Additionally, it provides suggestions for instructional practices while identifying paths for additional research.

Colmar, S, et.al., (2019), An investigation on the significance of academic buoyancy in the individual lives of students was carried out in the form of a research. Academic buoyancy, which may be described as the capacity to triumph over academic challenges, was investigated in correlational research that included 191 kids who were at the upper primary school level. Particular attention was paid to the link between it and performance in reading and mathematics, as well as the question of whether or not this connection was mediated by academic self-concept. In the field of reading and mathematics, this study was groundbreaking since it was the first of its kind to investigate academic buoyancy in pupils who were in the upper elementary phase of their education. Academic buoyancy, academic self-concept, and academic achievement in mathematics and reading were all evaluated via the use of tests that were administered to the participants. The findings of the research, which were validated using structural equation modelling, revealed that there is a substantial connection between academic buoyancy and academic success, with academic self-concept serving as a mediator in this relationship. The data also suggested that there were linkages that were particular to the domains, with substantial links being detected within the subject areas of mathematics and reading, but not between the two. The results of this study have significant repercussions for the field of education, despite the fact that the research was not conducted in a longitudinal fashion. They point to the possibility of using academic buoyancy and improving academic self-concept in order to increase academic performance, so opening the way for more research and educational applications in this field.

Leung et al. (2019), Previous research indicates that there is a favourable correlation between academic achievement and the greenness of the school environment; however, the group that was recruited for these studies consisted of just pupils in kindergarten through eighth grade. The purpose of this study is to develop a more comprehensive inquiry of the relationship between the greenness of the school environment and the overall academic achievement of pupils in Massachusetts, United States of America. The research was conducted with a total of 27,493 pupils from public schools who were in the third through tenth grades during a period of nine years (2006–2014). The Composite Performance Index (CPI) and the proportion of students who achieved "Proficient and Higher" (AP%) on the test were the primary factors that were used to determine academic performance.

Examples of academic performance include the level of accomplishment in English and mathematics. For the purpose of calculating the index of greenness in the school's surrounding area, the Normalised Difference Vegetation Index (NDVI) and green land use area (within a circular buffer of 250–2000 meters) were used. They used generalised linear mixed models (GLMMs) to evaluate the association between the greenness of the surrounding environment and academic achievement, taking into account socio-economic and demographic characteristics. After making adjustments for the various confounding factors, the researchers discovered a noteworthy positive correlation ($p < 0.05$) between the greenness of the school environment and the academic success measured by the AP percentage or the CPI. Additionally, there was a substantial correlation between increasing exposure to green land use area and considerably improved academic performance. It was not found that the principal conclusions were significantly altered by the use of varied buffer levels. The favourable correlation between the greenness of the school environment and academic success was shown to be persistent across a variety of subpopulations' academic performance. A greater degree of greenness in the surrounding environment is associated with improved academic achievement in pupils of all grade levels. It is possible that this discovery might be used as a reference for constructing green landscapes, particularly in locations close to schools.

Lam, K. K. L, et.al., (2019), In recent years, there has been a growing focus on grit among both researchers and practitioners, as it serves as a significant noncognitive indicator with applications in comprehending individual success and performance across diverse domains. Nonetheless, prior empirical investigations have yielded inconsistent findings regarding the connection between grit and academic achievement. This study undertakes a comprehensive review and synthesis of these past empirical findings. A meta-analysis was conducted, encompassing 44 pertinent articles involving a collective sample of 60,133 participants, all of which met the inclusion criteria. The synthesis of these studies reveals several key insights: (a) there exists a positive association between overall grit levels and its two constituent facets, namely the consistency of interest and perseverance of effort, with academic achievement; (b) the relationship between grit and academic achievement is subject to moderation by grade level; and (c) notably, perseverance of effort emerges as the facet with the most substantial effect size in influencing students' academic achievement, surpassing the impact of overall grit levels and consistency of interest.

Kaburi, M. M. (2019), Mathematics and the English language held significant importance in the Kenyan education system, particularly in primary and secondary school national examinations, with Mathematics underpinning scientific development and technology, and English serving as the language of instruction and communication for professional and socioeconomic advancement. Regrettably, the national educational curriculum implementation has often failed to ensure equitable academic outcomes between genders due to an excessive focus on grades, intense competition, and a lack of consideration for how knowledge is acquired. Stakeholders prioritize ranking and elitist selection practices, often neglecting the vital factor of self-efficacy. This study aimed to examine the relationship between gender differences in self-efficacy and academic performance and the impact of self-efficacy on Mathematics and English language performance in Nyamira County, employing both quantitative and qualitative methods with a sample of 240 form four students from 24 public secondary schools, utilizing descriptive and inferential statistics for data analysis.

Abbasi, A, et.al., (2018), In a study conducted to examine the impact of critical thinking on students' English language performance, it was found that critical thinking, along with its various components, played a significant role. The research focused on eleventh-grade female students in district one of Zanjan city during the 2018-2019 academic year, involving a sample of 300 individuals selected through a multi-stage random sampling method. The California Critical Thinking Skills Test, Form B, was utilized to evaluate critical thinking abilities, while the participants' scores in the English language course at the end of the first semester served as a measure of their English language proficiency. The results of the study revealed strong correlations between critical thinking, its subcategories, and academic achievement ($p=0.0$). Additionally, regression analysis indicated that English language proficiency could be predicted based on critical thinking skills. These findings hold valuable implications for students, educators, schools, and educational authorities alike.

Ozowuba, G. U. (2018), Nigerian stakeholders have expressed deep concern over the persistent low performance of final-year senior secondary school students (FYSSS) in the West African Senior School Certificate Examination (WASSCE). Extensive research has consistently identified limited proficiency in English as a key contributing factor to these low scores in the WASSCE. To address this issue, this quantitative correlational study aimed to investigate the intricate relationship between English proficiency and academic achievement among FYSSS, specifically as measured by the WASSCE. The study adopted Cummins's theory of second language acquisition as its theoretical framework, focusing on the distinction between conversational language and academic language. Utilizing archival data collected from 225 FYSSS enrolled in two secondary schools in Nigeria, the research findings unveiled a robust and positive correlation between FYSSS English proficiency and their performance in four WASSCE subjects, namely English, biology, government, and mathematics. These findings carry significant implications for the development of strategies aimed at enhancing the English proficiency of FYSSS, ultimately equipping them with the skills needed to excel across all subject areas. Furthermore, they underscore the need for potential revisions to the language policies within the Nigerian education sector.

3. RESEARCH METHODOLOGY

This research methodology outlines the systematic approach adopted for exploring high school students' linguistic learning styles, preferences for language modalities, engagement in English language activities, and their cognitive and emotional responses. The methodology ensures the generation of reliable and valid data to address the research objectives effectively.

Research Design

A descriptive research design was employed, which is well-suited for identifying and analyzing the characteristics, behaviors, and attitudes of students toward English language learning. This design allows for in-depth observation without manipulating variables. The study utilized a quantitative approach, primarily through the administration of a structured questionnaire to collect data regarding students' language learning experiences.

Population and Sample

The study targeted high school students (grades 9–12) enrolled in English language courses from selected urban and suburban schools. A stratified random sampling technique ensured a representative distribution across grade levels, gender, and academic performance. The final sample comprised 350 students, which was statistically sufficient for generalization.

Data Collection Methods

Data was gathered using a structured, paper-based questionnaire containing multiple sections that assessed various aspects of English language learning. These included:

- Linguistic Style of Learning (LES)
- Preference for Language Modalities (PLM)
- Engagement in Language Activities (ELA)
- Use of Visual and Auditory Aids (UVA)
- Cognitive Learning Strategies (CLE)
- Language Anxiety and Confidence (LAC)
- Academic Achievement (AES)
- Reading, Writing, Speaking, Listening Skills (RCA, WRP, SCS, LAU)
- Class Activity Engagement (EEA)
- Performance in Assessments (PEA)

Each item was measured using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

Data Analysis

Quantitative data analysis was conducted using descriptive statistics (mean, standard deviation, frequency distribution). Reliability was assessed through Cronbach's Alpha to ensure internal consistency. Correlation matrices were used to evaluate inter-item relationships, and ANOVA was applied to identify differences across demographic subgroups (e.g., gender, grade level).

Outcome

Learning Styles in English (LES)

Reading and Text Analysis (LES1):

- 45% of students agreed that they learn best by reading and analyzing written texts.
- 20% strongly agreed, while 15% remained neutral.
- Only 10% disagreed or strongly disagreed, indicating a preference for textual learning among a majority.

Listening to Audio Materials (LES2):

- o **35%** of students preferred listening to audio materials (lectures, podcasts) for learning English concepts.
- o **25%** strongly agreed, showing a considerable group that benefits from auditory learning.
- o **20%** disagreed, reflecting a split in auditory learning preferences.

Visual Aids for Learning (LES3):

- o **50%** of respondents agreed that visual aids (e.g., images, diagrams, videos) make English learning easier.
- o **18%** strongly agreed, while **12%** remained neutral.
- o A small group of **10%** found visual aids less useful for learning.

Writing vs. Speaking (LES4):

- o **40%** of students felt more comfortable expressing themselves in English through writing rather than speaking.
- o **30%** agreed strongly, while **10%** disagreed.
- o The data reflects a preference for written communication over oral communication for many students.

Group Discussions (LES5):

- o **55%** of students believed that participating in group discussions helps them better understand English.
- o **20%** strongly agreed, highlighting the effectiveness of interactive learning environments.

Preferences for Language Modalities (PLM)

Learning Through Reading (PLM1):

- o **48%** preferred learning English through reading textbooks or written materials, while **30%** agreed strongly.
- o **10%** expressed a neutral view on this, while **12%** disagreed.

Confidence in Writing vs. Speaking (PLM2):

- o **40%** of students felt more confident expressing ideas in English through writing.
- o **20%** strongly agreed, while **25%** remained neutral.
- o **15%** found speaking easier than writing.

Listening for Understanding (PLM3):

- o **38%** agreed that listening to audio materials helps them understand English better, with **15%** strongly agreeing.
- o **25%** were neutral, indicating mixed views on audio-based learning.

Speaking in Class Discussions (PLM4):

- **32%** enjoyed speaking during class discussions or presentations.
- **30%** strongly agreed, while **18%** remained neutral.

Writing Strengths (PLM5):

- **35%** indicated writing essays or creative pieces in English was one of their strengths.
- **28%** strongly agreed, suggesting that many students prefer written tasks for language development.

Engagement with Language Activities (ELA)

Active Participation (ELA1):

- **50%** of students actively participated in group discussions during English class, with **25%** strongly agreeing.
- **15%** disagreed, indicating a group that may prefer more passive engagement.

Reading Outside Class (ELA2):

- **45%** of students enjoyed reading English literature outside of class assignments, with **20%** strongly agreeing.
- **10%** disagreed, showing that outside reading is not universally appealing.

Completing Assignments with Interest (ELA3):

- **55%** of students completed English assignments with motivation and interest.
- **30%** strongly agreed, indicating high engagement in coursework.

Contributing to Class Debates (ELA4):

- **48%** regularly contributed to class debates and activities, with **18%** strongly agreeing.
- **12%** were neutral or disagreed, showing that participation levels vary.

Creative Writing Enjoyment (ELA5):

- **45%** found creative writing exercises engaging and enjoyable, with **25%** strongly agreeing.
- **20%** were neutral, indicating that while many enjoy creative tasks, it is not a universal preference.

Use of Visual and Auditory Aids (UVA)

Understanding with Visual Aids (UVA1):

- **60%** of students found it easier to understand lessons when visual aids were used.
- **25%** strongly agreed, while **10%** remained neutral.

Improving Listening Skills (UVA2):

o **40%** agreed that audio materials improve their English listening skills, with **15%** strongly agreeing.
o **25%** remained neutral, showing mixed results.

Visual Aids for Grammar (UVA3):

o **35%** found that charts and graphs make English grammar easier to learn.
o **20%** strongly agreed, indicating that visual representations aid in understanding complex concepts.

Learning Vocabulary with Images (UVA4):

o **50%** preferred learning new vocabulary through images or videos, with **22%** strongly agreeing.
o **18%** disagreed, showing some students prefer text-based methods.

English Videos/Movies (UVA5):

o **55%** found watching English videos or movies enhances their speaking and understanding abilities.
o **20%** strongly agreed, highlighting the value of multimedia tools in language learning.

Cognitive Approaches to Learning English (CLE)

Focusing on Grammar Rules (CLE1):

o **40%** of students focus on understanding grammar rules while learning English.
o **18%** strongly agreed, while **22%** were neutral.

Enjoying Creative Writing (CLE2):

o **35%** enjoy creating stories or poems in English as a form of expression.
o **30%** strongly agreed, showing a preference for creative tasks.

Breaking Down Sentence Structures (CLE3):

o **45%** prefer breaking down sentences to analyze their structure, with **20%** strongly agreeing.

Learning Through Creative Tasks (CLE4):

o **38%** find it easier to learn English through creative writing tasks than studying language rules, with **15%** strongly agreeing.

Deeper Meaning in Reading (CLE5):

o **42%** focus on the deeper meaning and interpretation of texts while reading in English, with **20%** strongly agreeing.

Solving Language Puzzles (CLE6):

- o **30%** enjoy solving language puzzles and exercises that test their understanding of grammar.
- o **15%** strongly agreed, while **20%** were neutral.

Language Anxiety and Confidence (LAC)

Confidence in Speaking (LAC1):

- o **30%** of students feel confident when speaking English in front of their classmates, with **15%** strongly agreeing.
- o **40%** were neutral or disagreed, showing a significant level of speaking anxiety.

Anxiety in Essay Writing (LAC2):

- o **35%** of students felt anxious when asked to write an essay in English, with **20%** strongly agreeing.
- o **25%** were neutral, indicating varying levels of comfort with written tasks.

Comfort in Group Discussions (LAC3):

- o **40%** felt comfortable participating in group discussions during English class, with **18%** strongly agreeing.

Fear of Mistakes in Speaking (LAC4):

- o **50%** worried about making mistakes when speaking English, with **20%** strongly agreeing, indicating a significant challenge related to speaking confidence.

Confidence in Understanding Spoken English (LAC5):

- o **45%** were confident in their ability to understand spoken English, with **25%** strongly agreeing.
- o **10%** disagreed, indicating comprehension is not a challenge for most.

Nervousness in Reading Aloud (LAC6):

- o **35%** felt nervous reading aloud in class, with **25%** strongly agreeing.
- o **15%** disagreed, showing that reading aloud remains a source of anxiety for many students.

Confidence in Written Expression (LAC7):

- o **50%** of students felt confident in expressing their ideas in written English, with **30%** strongly agreeing.
- o **10%** disagreed, indicating that writing is a strong area for most students.

4. COMPARATIVE STUDY

Objective of Study	Methodology Used	Variables	Tools Used	Findings	Relevance
Ozer & Yukselir (2023): Investigate relationships between learner autonomy (LA), self-directed learning (SDL), goal commitment (GC), and academic performance in English language learning	Mixed-method with embedded design	Learner Autonomy (LA), Self-Directed Learning (SDL), Goal Commitment (GC), Academic Performance	Autonomous Learning Scale, Self-Directed Learning Scale, Commitment Scale, Open-ended questions	Significant relationships between LA, SDL, GC, and academic success, especially LA and SDL	Highlights the importance of autonomy and self-direction for language learners' academic performance
Dewaele, J.M. et al. (2023): Investigate the emotional factors affecting FL learning	Structural equation modeling, latent dominance analysis	Foreign Language Classroom Anxiety (FLCA), Foreign Language Boredom (FLB), Foreign Language Enjoyment (FLE)	SEM, Latent Dominance Analysis	FLCA and FLB had significant negative impacts on academic achievement, FLE had a smaller positive impact	Shows the importance of understanding emotional impacts, particularly anxiety, in language learning
Hessel, A. K. et al. (2023): Evaluate the predictive value of English proficiency ratings for educational achievement	Large-scale, comparative analysis	English Proficiency, EAL Status, Student Achievement	English Proficiency Rating, EAL Status	English proficiency rating explained more variance in academic success than EAL status	Proposes reinstating English proficiency ratings to better monitor linguistic diversity and academic performance

Meyer, Lüdtke, et al. (2023): Meta-analysis of personality traits and academic success	Meta-analysis of 78 studies	Personality Traits (e.g., openness, conscientiousness), Academic Achievement	Random-effects model, robust variance estimation	Found moderating effects of subject domain and achievement measures on personality-academic achievement relationships	Emphasizes considering personality traits in relation to both subject domain and achievement measures
Deng, L. et al. (2023): Impact of training using ECGs on academic achievement	Quantitative, experimental design	Training method (ECGs vs. conventional), Academic Achievement (AA, AR, ASR)	Post-test on academic achievement	Training using ECGs improved academic performance in EFL learners	Offers potential for restructuring EFL classes to incorporate ECG training
Wang, X. et al. (2023): Flexibility in learning within academic engagement in English	Quantitative	Learning Flexibility, English Learning Anxiety, English Self-efficacy, Academic Engagement	Learning Adaptability, Anxiety, Self-efficacy Scales	Positive association between flexibility and academic engagement, mediated by anxiety and self-efficacy	Suggests promoting learning adaptability to improve engagement and reduce anxiety in English learning
Privitera, A. J. et al. (2023): Executive function's role in academic success	Quantitative analysis	Inhibitory Control, Attentional Control, Academic Achievement	Simon Task, Attention Network Test	Inhibitory control was significantly predictive of academic performance	Highlights executive function's role in language-related academic achievement

5. CONCLUSION

This study offers a comprehensive analysis of high school students' linguistic learning styles, language modality preferences, and levels of engagement in English learning. The findings underscore the diversity in how students interact with the language some thrive on visual inputs like diagrams and videos, while others benefit from auditory resources such as lectures and audio content. Group discussions and collaborative tasks emerged as significant contributors to enhanced

comprehension and confidence, particularly in speaking. However, a notable proportion of students still experience language anxiety, especially during oral communication, despite displaying greater ease with written tasks. Creative activities like story writing and poetry help boost emotional and cognitive engagement, while extracurricular exposure such as reading English literature or watching English-language media has a positive impact on language proficiency. These findings affirm the importance of incorporating multimodal teaching strategies that cater to varied learning styles, promote creativity, and address performance anxiety in language learning. To improve outcomes, educators must create supportive environments that encourage participation, reduce fear of error, and integrate engaging, interactive methods. Ultimately, the study advocates for a learner-centered approach in English instruction that acknowledges individual differences and enhances both academic achievement and language fluency.

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