

THE RELATIONSHIP BETWEEN STUDENTS' LEARNING STYLE AND THE LANGUAGE EXPRESSION ABILITY IN GUANGXI TALENT INTERNATIONAL COLLEGE*

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Abstract

The objectives of this research were: 1) to study the learning styles of students at Guangxi Talent International College; 2) to study the language expression abilities of students at Guangxi Talent International College; 3) the relationship between learning styles and language expression abilities among students at Guangxi Talent International College. The sample group consisted of 375 students, selected through simple random sampling from 12,000 enrolled students at Guangxi Talent International Vocational College. The research instruments included a structured questionnaire, focusing on the relationship between students' learning styles and language expression abilities. Statistical data were calculated using mean and standard deviation to measure central tendency and variability, respectively.

The research results were:

1. Students' learning style in Guangxi Talent International College in 5 aspects was at a high level (\bar{X} =4.36, S.D.=0.73). Considering the results of these

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5 research aspects were as follows: the highest rank was "Visual" (\bar{X} =4.39, S.D.=0.71), indicates a high level. Followed by "Social" (\bar{X} =4.38, S.D.=0.72), whereas "Kinesthetic" was the lowest rank (\bar{X} =4.34, S.D.=0.75).

2. Language expression ability in Guangxi Talent International College in 5 aspects, was at a high level (\bar{X} =4.34, S.D.=0.72). Considering the results of these 5 research aspects were as follows: the highest rank was "Vocabulary" (\bar{X} =4.37, S.D.=0.71), indicates a high level. Followed by "Oral Fluency" (\bar{X} =4.36, S.D.=0.70), whereas "Listening Comprehension" was the lowest rank (\bar{X} =4.32, S.D.=0.74).

3. It was shown that the relationship between students' learning style and the language expression ability has a positive correlation at the high level with statistical significance level at .01 ($r=0.78$).

Keywords: Students' Learning Style, Language Expression Ability, Guangxi Talent International College

Introduction

The relationship between students' learning styles and language expression abilities is a key area in educational research. In the context of an international college such as Guangxi Talent International College, learning styles include individuals' preferred ways of processing information, such as visual, auditory, reading/writing, and kinesthetic types. Language expression abilities, including speaking, listening, reading, and writing skills, can be better understood by studying how these learning styles affect language abilities. Educators can then tailor teaching strategies to better meet the needs of international students, thereby enhancing their overall learning experience and academic performance.

Sociocultural theory emphasizes the role of interaction and engagement in language learning (Vygotsky, 1978), highlighting the importance of social environment and collaborative activities in the development of language skills. Research by Dörnyei (2005) and MacIntyre et al. (1998) indicates that factors such

as motivation, anxiety, and sociocultural context play a crucial role in language proficiency. Learners who are highly motivated and have lower levels of anxiety tend to be more engaged and willing to communicate, gradually improving their language skills over time. (Meng, C. et to all, 2023; Zimin, Z., et to all, 2023; Zhonghua. et to all, 2023)

Therefore, integrating cognitive and sociocultural perspectives is essential for comprehensively understanding the multifaceted relationship between learning styles and language proficiency. Most existing research focuses on the general population or specific age groups, such as children or adult second language learners, with limited attention to the unique characteristics of international college students (Anderson, 2002). The student body at Guangxi Yingcai International College is highly diverse, coming from different linguistic backgrounds, and this diversity creates a complex learning environment.

Objectives

1. To study students' learning style in Guangxi Talent International College
2. To study language expression ability in Guangxi Talent International College
3. To study the relationship between students' learning style and the language expression ability in Guangxi Talent International College

Literature Review

The literature review explores two keys relevant to the research areas:

1. Students' Learning style

Student's learning style is a personalized approach to learning that develops over time. Tan Dingliang (2005) defined its connotations and value, while Hu Binwu (2002) emphasized that learning styles should align with strategies and create a suitable learning environment. Liao Zeying (2000)

advocated for differentiated instruction based on differences in learning styles. Scholars such as Ren Xiaofei (2024) combined relevant theories, categorizing learning styles into five types, each with unique characteristics. Researchers generally recognize their role in improving learning efficiency, enhancing motivation and confidence, and advocate designing diverse teaching methods to meet individual needs and promote students' overall development.

2. Language expression ability

Existing literature has delved into the connotations, theories, components, and educational value of language expression ability, which is the ability to use language clearly and accurately to convey ideas. Zhang Zhigong (1980) advocated promoting the coordinated development of language and thinking through classical imitation, extensive reading, writing, and practice; Wen Zhongyi (2015) defined this ability from the perspective of cognitive linguistics; Chomsky (2017) divided language ability into expressive ability and receptive ability, emphasizing the communicative nature of language expression and its adaptability to context. Scholars generally summarize it into five key elements: oral fluency, written expression, listening comprehension, reading comprehension, and vocabulary. Academics widely recognize the importance of this ability for effective communication, career development, personal growth, and social interaction, and believe that improving this ability requires focusing on training in logical thinking and the deep integration of language and thought.

Research Framework

This study provides a reference to help college students optimize their learning styles and improve their language expression ability, reveals the relationship between learning styles and language expression, and provides theoretical support for teachers to formulate differentiated teaching strategies by analyzing the advantages and difficulties of students with different learning styles in language expression. The research results emphasize the key role of learning styles in the development of language ability and open up a new direction for the study of learning styles and expression ability in a cross-cultural context.

The research framework can be illustrated in the following figure:



Figure 1 Research Framework

Methodology

This study adopts a quantitative research method to systematically explore the relationship between students' learning style and the language expression ability. The research process includes population and sample determination, research instrument design, data collection, and data analysis.

1. Population and Sample

Population

The population is 12,000 students from Guangxi Talent International College.

Sample

The sample is 375 students from Guangxi Talent International College selected to be the sample group, determined by simple random sampling, and following the method set by Krejcie and Morgan's method (1970) for determining sample size.

2. Research Instrument

The research instrument is a questionnaire with 3 parts:

Part 1: General Information. This section has 4 questions to gather background information on the respondent's gender, year of study, age, and major.

Part 2: students' learning style. It has 5 rating Scales. This main section has students' learning style statements measured on a 5-point Likert scale ranging from "the least agree" to "the most agree". It is organized into 5 dimensions: 1) Visual (5 statements); 2) Auditory (5 statements); 3) Read and write (5 statements); 4) Kinesthetic Planning (5 statements). 5) social (5 statements).

Part 3: language expression ability. It has 5 rating scales. This main section has language expression ability statements measured on a 5-point Likert scale ranging from "the least agreed" to "the most agreed". It is organized into 5 dimensions: 1) Oral fluency(5statements); 2) written communication (5statements) 3) Listening comprehension (5statements); 4) Reading comprehension (5 statements). 5)5Vocabulary(5statements).

All statements display consistency with the measurement target as evidenced by an average score of 0.67 to 1.00 on the acceptable consistency index (IOC). The reliability of a pilot test of questionnaires assessed using

Cronbach's α , a statistic measuring internal consistency, with α value of 0.78, indicating excellent internal consistency.

3. Data Collection

To ensure the systematic collection of data, the researcher implemented the following procedures:

Distribution: The online questionnaires were distributed to students at Guangxi Talent International College via digital channels. Each respondent was informed of the research objectives, confidentiality, and their voluntary participation.

Platform Utilization: Data was collected through the "Questionnaire Star"(Wenjuanxing) online platform, which facilitated efficient data gathering and management.

Data Screening: Upon completion of the collection period, the raw data were screened. Invalid responses, such as incomplete forms or patterned answers, were excluded to ensure the integrity of the results.

Preparation for Analysis: The final valid datasets were coded and organized for statistical processing and analysis.

4. Data analysis

Part 1 To study students' learning style in Guangxi Talent International College, data analysis uses mean and stand deviation.

Part 2 To study language expression ability in Guangxi Talent International College, data analysis uses mean and stand deviation.

Part3 The relationship between students' learning style and the language expression ability was analyzed by using the Pearson Product Moment Correlation Coefficient (r).

Results

Part 1: Students' Learning Style

Table 1 The mean (\bar{x}) and standard deviation (S.D.) of students' learning style in Guangxi Talent International College in 5 aspects.

Students' Learning Style	\bar{x}	S.D.	Level	Ranking
1. Visual	4.39	0.71	High	1
2. Auditory	4.37	0.72	High	3
3. Read and write	4.34	0.74	High	4
4. Kinesthetic	4.34	0.75	High	5
5. Social	4.38	0.72	High	2
Total	4.36	0.73	High	

From Table 1 considering, the overall average of students' learning style in Guangxi Talent International College in 5 aspects was at a high level (\bar{x} =4.36, S.D.=0.73). Considering the results of these 5 research aspects were as follows: the highest rank was "Visual" (\bar{x} =4.39, S.D.=0.71), indicates a high level. Followed by "Social" (\bar{x} =4.38, S.D.=0.72), whereas "Kinesthetic" was the lowest rank (\bar{x} =4.34, S.D.=0.75).

Part 2: Language Expression Ability

Table 2 The mean (\bar{x}) and standard deviation (S.D.) on language expression ability in Guangxi Talent International College in 5 aspects.

Language Expression Ability	\bar{x}	S.D.	Level	Ranking
1. Oral Fluency	4.36	0.70	High	2
2. Written Communication	4.33	0.74	High	4
3. Listening Comprehension	4.32	0.74	High	5
4. Reading Comprehension	4.35	0.72	High	3

Language Expression Ability	\bar{x}	S.D.	Level	Ranking
5. Vocabulary	4.37	0.71	High	1
Total	4.34	0.72	High	

From Table 2 considering, the overall average language expression ability in Guangxi Talent International College in 5 aspects, was at a high level (\bar{x} =4.34, S.D.=0.72). Considering the results of these 5 research aspects were as follows: the highest rank was "Vocabulary" (\bar{x} =4.37, S.D.=0.71), indicates a high level. Followed by "Oral Fluency" (\bar{x} =4.36, S.D.=0.70), whereas "Listening Comprehension" was the lowest rank (\bar{x} =4.32, S.D.=0.74).

Part 3: The relationship between students' learning style and the language expression ability in Guangxi Talent International College.

Table 3 The relationship between students' learning style and the language expression ability

The Language Expression Ability (Y)	Students' Learning Style (X)					
	X1	X2	X3	X4	X5	Xtt
Y1	0.60**	0.64**	0.71**	0.69**	0.70**	0.73**
Y2	0.61**	0.67**	0.71**	0.70**	0.71**	0.73**
Y3	0.63**	0.66**	0.68**	0.68**	0.72**	0.73**
Y4	0.61**	0.66**	0.68**	0.69**	0.74**	0.74**
Y5	0.61**	0.66**	0.68**	0.69**	0.74**	0.73**
Y _{tt}	0.65**	0.70**	0.74**	0.74**	0.77**	0.78**

** refers to statistical significance level at .01

From table 3, it is shown that the overall relationship between students' learning style and the language expression ability has a positive correlation at the high level with statistical significance level at .01 (r=0.78).

Discussion

1. Students at Guangxi Talent International College generally demonstrate a relatively high level of learning styles in five areas. The specific research findings are as follows: the highest score is for the 'visual' style, indicating a higher level of learning; next is the 'social' style, while the 'kinesthetic' style scores the lowest. The reasons for these results are confirmed as follows: the differences in learning styles among students at Guangxi Talent International College mainly stem from teaching methods and uneven resource allocation. Visual learners excel because classes rely on visual tools such as PowerPoint presentations and charts; social learners are stronger due to the encouragement of group work and oral practice in internationalized teaching; kinesthetic learners are weaker because there are limited hands-on practice opportunities, and assessments rarely involve learning outcomes requiring physical participation. The results of this study are consistent with the research findings of Wang Hongxia (2010), who pointed out that the visual learning style is one of the secondary learning style preferences among college students, and visual learners perform better academically.

2. Students' language expression ability at Guangxi Talent International College in 5 aspects, was at a high level. Considering the results of these 5 research aspects were as follows: the highest rank was "Vocabulary", indicates a high level. Followed by "Oral Fluency", whereas "Listening Comprehension" was the lowest rank. The reason for confirming the research result is that the advantage of a large vocabulary lies in the overemphasis on vocabulary memorization and text translation. While it allows for rapid accumulation of explicit knowledge, it separates language from real-life application scenarios. Speaking fluency provides opportunities for expression in international activities but lacks in-depth training in logical thinking. The weakness in listening comprehension highlights the single approach of teaching input, with classrooms primarily dominated by teacher lectures and a lack of authentic listening

materials. This reinforces students' passive habit of receiving information and suppresses their ability to actively grasp key content over the long term. The results of this study are consistent with those of Michael Stubbs (2017) proposed that vocabulary is the mental lexicon of language, encompassing words, multi-word units, and their associated meanings, grammatical features, and sociolinguistic connotations. It reflects both an individual's language knowledge and collective cultural practices. Zhou Jian (2020), focusing on the norms of Chinese vocabulary and dictionary compilation, proposed the 'lexical stratification' theory, dividing vocabulary into layers such as basic words, general-use words, and specialized terms.

3. It was found that the correlation between it was shown that the overall relationship between students' learning style and the language expression ability has a positive correlation at the high level with statistical significance level at .01. The coefficient was 0.78. The largest relationship was between Social and Reading Comprehension and between Social and Vocabulary. And the lowest relationship was between Visual and Oral Fluency. The reason for confirming the research results is that students' learning styles are highly positively correlated with their language expression abilities. This outcome is consistent with the viewpoint in Neil Fleming's (1997) VARK learning style model, which indicates that social learners have the strongest correlation with reading comprehension and vocabulary skills. Social learners mainly use interaction, collaboration, and peer communication as their primary learning methods, which supports Richard C. Anderson's (2013) conclusion that reading comprehension is an active cognitive construction process. The collaborative learning approach of social learners can effectively promote the construction of textual meaning. Visual learners construct logical frameworks through symbolic information, whereas social learners hone their expressive strategies through interaction. The correlation between visual learning styles and oral fluency is the lowest, which aligns with

the findings of Wen Qiufang (2010), as oral fluency requires practice through real language interaction. Visual learners focus on receiving static visual information, which differs from the cognitive processing path needed for immediate oral output training.

Recommendation

The implementation of the research results is as follows:

1. Among the students at Guangxi Yingcai International College, kinesthetic learners have a significant influence. Teachers incorporate practical tasks into the curriculum, such as role-playing and contextual exercises, as part of dynamic assessment methods. Teacher training includes designing activities that involve movement and encouraging students to independently construct knowledge using mind maps. Learning spaces are optimized through movable desks and chairs, standing workstations, and other dynamic environments to reduce static constraints.

2. Among the students in Guangxi Talent International College, the influence of family factors is the listening comprehension. Incorporate authentic lecture video materials, combine them with text comparison exercises to enhance speech recognition, and use a tiered training approach, transitioning from short sentence dictation to paragraph paraphrasing and debate shadowing. Integrate strategies such as mind mapping to record keywords and gesture simulation for scenarios to improve information capture and logical reorganization skills.

3. Among students at Guangxi Talent International College, it is possible to improve and enhance their language expression skills. In class, tasks such as group discussions, peer evaluations of text interpretations, and vocabulary situational dialogues can be added. For visual learners, visual materials such as PPTs, mind maps, and video clips can be used, combined with tasks like oral

imitation and situational retelling to design speaking exercises. This approach accommodates students with different learning styles, integrates suitable teaching tasks and elements, strengthens spoken language training for visual learners.

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