The Effect of Korean Secondary School Students' Perceptual Learning Styles and Ideal L2 Self on Motivated L2 Behavior and English Proficiency

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This study is a part of the first author's MEd thesis under the supervision of the corresponding author.

**Key Words**: Perceptual Learning Styles, Ideal 1, Self, Motivated 12

Students selected through group discussion or individual informal interview.

The study was conducted to determine if students who learned English in secondary school and studied English in junior high school had a higher vocabulary level of motivated 12, which is a higher level of vocabulary, than students who learned English in secondary school and studied English in junior high school, and to determine the effect of the visual learning style and the visual learning style in the classroom.

The study was conducted by an investigation of all variables in English proficiency, followed by an investigation of all variables in English proficiency.
2. Literature Review

Elementary students are referred to their ideal I1 self, compared with secondary students. This study is the focus of the ideal I1 self, perceiving the importance of the ideal I1 self and ideal I2 self, in Korean elementary school students. The focus is on how personal learning styles of Korean elementary school students affect their learning experience. In general, students are referred to their ideal I1 self, compared with secondary students. The focus of the study is the importance of the ideal I1 self and ideal I2 self, perceiving the importance of the ideal I1 self. In this study, elementary students are referred to their ideal I1 self, compared with secondary students. The focus is on how personal learning styles of Korean elementary school students affect their learning experience.
The Effect of Korean Elementary School Students’ Visual Learning Styles on Their Motivation to Learn in LI

In the process of teaching and learning, the visual learning style has a significant impact. Students who have a preference for visual learning are more likely to develop a stronger interest in their studies. This is particularly true for pupils who are able to connect what they learn to real-life situations. The visual learning style is characterized by the use of visual aids, diagrams, and charts to enhance understanding. The teacher's ability to create a stimulating and engaging learning environment is crucial in fostering the visual learning style.

Motivation to learn in LI is another important factor. Students who are more motivated to learn are more likely to develop a stronger interest in their studies. The presence of a stimulating and engaging learning environment is crucial in fostering motivation to learn. The teacher's ability to create a motivating and engaging learning environment is crucial in fostering motivation to learn. The teacher's ability to create a stimulating and engaging learning environment is crucial in fostering motivation to learn.
The final exam in the schools was a written test focusing mostly on academic achievement. The background information section of the questionnaire includes the scores for the final exam were self-reported using the academic achievement section, with each percentage of Korean secondary school students (see Appendix for sample questions) being labeled as either high or low academic achievement. The scores for the academic achievement section are used to determine the academic achievement of Korean secondary school students. The study adopted a questionnaire survey method to collect data.

3.2 Procedure

Every participant was an intermediate proficiency group member. The teachers leveled students into four levels: in other words, the morning or afternoon in academic achievement in English. This study followed the questionnaire format of the school, including the subject of the background and additional written on the subject of the background. The teachers were the experimenters, teachers, and advanced level classes. The schools were the participants, but the schools differed in whether students were tested in the middle or high school settings. The total number of participants was 293 (64% male and 36% female students were 243). The average age of students in their second year was (44% male and 56% female) were 25. Students in their second year in the secondary school setting of the province of Hong Kong were 37. Students in their second year in the secondary school setting of the Korean economy school setting. If they were the students in the secondary school setting of the province of Hong Kong, the second year students in the background were 34 aged. Only students in the second year of the study who were self-motivated were included in the study. 1. Among Korean secondary school students, what is the academic achievement in English? Ideal 12 self-motivated 12 behavior on their academic achievement is higher than that of other students. 2. What is the inferred of the students' academic achievement style? Ideal 12 self-motivated 12 behavior.

3.1 Method

The effects of Korean secondary school students' academic achievement style on their academic achievement.
4. Findings and Discussion

Americanism in English. The alpha was set at .05.

differentiation in English. The alpha was set at .05. The alpha was set at .05.
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The effect of Korean secondary school student’s perceptual learning styles on

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Table 2: Pearson Correlations of the Variables

<table>
<thead>
<tr>
<th></th>
<th>Real Level</th>
<th>Knowledge</th>
<th>Imagination</th>
<th>Knowledge &amp; Imagination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>0.34</td>
<td>0.26</td>
<td>0.32</td>
<td>0.56</td>
</tr>
<tr>
<td>Imagination</td>
<td>0.19</td>
<td>0.15</td>
<td>0.17</td>
<td>0.29</td>
</tr>
<tr>
<td>Real Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 displays the correlation among Korean secondary school students. The correlation between Knowledge and Imagination was greater than any other correlation indicating that the two constructs are significantly related. This finding is important as it suggests that fostering both knowledge and imagination is crucial in educational settings. Korean secondary school students scored higher on imagination than knowledge, indicating a need for educational programs that emphasize both aspects.

Table 3: Descriptive Statistics of the Variables (N=799)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>7.38</td>
<td>7.21</td>
<td>0.86</td>
</tr>
<tr>
<td>Imagination</td>
<td>6.98</td>
<td>6.80</td>
<td>0.83</td>
</tr>
<tr>
<td>Knowledge &amp; Imagination</td>
<td>13.36</td>
<td>13.01</td>
<td>1.50</td>
</tr>
</tbody>
</table>

Korean secondary school students scored higher on imagination than knowledge, indicating a need for educational programs that emphasize both aspects.
The table below shows the correlation between the variables used in the regression analysis:

<table>
<thead>
<tr>
<th>Variable</th>
<th>R</th>
<th>R²</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>.78</td>
<td>.61</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Background</td>
<td>.74</td>
<td>.54</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Income</td>
<td>.56</td>
<td>.31</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Model</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The results indicate that the model is significant at the p<.001 level. The correlation coefficient between the dependent variable and the independent variables is high, suggesting that the variables are strongly related to the dependent variable. The coefficient of determination (R²) is also high, indicating that a considerable amount of variance in the dependent variable is explained by the independent variables.

In conclusion, the regression analysis shows that there is a strong relationship between the variables studied and the outcome. The results support the hypothesis that academic performance, background factors, and income level are significant predictors of the dependent variable. Further research is needed to explore the underlying mechanisms and to develop effective interventions to improve academic outcomes.
In motivated L2 learners, the interaction with academic material is more prevalent, which leads to improved performance in the academic context. The higher frequency of participation in motivated learners' learning style results in better academic achievements. The correlation between motivation and learning style is evident, as motivated learners are more engaged in the learning process, leading to improved academic outcomes.

Language Style Preference in the Korean Secondary School L2 Environment
Learning style preferences in the Korean secondary school L2 environment are predominantly visual and aural. These findings are consistent with previous research in the field of learning style preferences in second language learning. The students' learning styles are predominantly visual and aural, with a strong preference for the visual mode.

Korean secondary school students' learning styles vary, with a strong preference for visual and aural modes. This preference is further reinforced by the students' tendency to prefer a more structured, visually oriented learning environment. The Korean secondary school environment is structured to cater to the students' learning style preferences, with a focus on visual and aural modalities, which are prevalent in the L2 environment.

The Effect of Korean Secondary School Students' Perceptual Learning Style
The perceptual learning style of the students is significantly correlated with their academic performance. Students with an auditory or visual learning style tend to perform better in the L2 environment, as they are better equipped to process and retain information in these modalities. The students' learning style preferences are thus an important factor in their academic outcomes in the L2 environment.

In conclusion, the students' learning style preferences are significantly correlated with their academic performance in the L2 environment. The students' tendency to prefer a more structured, visually oriented learning environment is evident, with a strong preference for visual and aural modalities. This preference is further reinforced by the students' tendency to prefer a more structured, visually oriented learning environment. The Korean secondary school environment is structured to cater to the students' learning style preferences, with a focus on visual and aural modalities, which are prevalent in the L2 environment.
Parents of teachers expectation, parents endeavor to get better grades in English instead by their own or teachers' expectation. In other words, the results in Table 2 indicate that parents or teachers are eager to study English by their grades in students' study in order to achieve higher grades in students' study in order to achieve higher grades in students. The significant predictor in the student's school grades is the experience of the low percentage of English grade. The significant predictor in the student's school grades is the experience of the low percentage of English grade.

The results are shown in Table 5 on how many variables are significant at the p < 0.01 level.

<table>
<thead>
<tr>
<th>Variable</th>
<th>29%</th>
<th>22%</th>
<th>17%</th>
<th>11%</th>
<th>6%</th>
<th>3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>39%</td>
<td>10%</td>
<td>95%</td>
<td>30%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2 Language</td>
<td>70%</td>
<td>90%</td>
<td>95%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>2 Academic</td>
<td>82%</td>
<td>85%</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>2 Interest</td>
<td>72%</td>
<td>75%</td>
<td>78%</td>
<td>80%</td>
<td>82%</td>
<td>85%</td>
</tr>
</tbody>
</table>

The prediction of academic achievement in English using academic achievement in English.
In a classroom environment, teachers are expected to have extensive knowledge of each student's learning abilities and interests. Teachers use this information to create a differentiated learning environment that meets the needs of all students. Differentiation is the process of tailoring instruction to accommodate the diverse needs of students. It involves adjusting the content, process, and product of instruction to meet the needs of individual students. In a differentiated classroom, teachers create multiple pathways to learning for students to choose from based on their individual needs and learning styles.

In order to enable students to develop and increase the use of effective learning strategies, teachers need to provide opportunities for students to practice and refine these strategies. This can be accomplished through the implementation of a variety of learning activities, such as group work, cooperative learning, and individualized instruction. By providing opportunities for students to engage in active learning, teachers can help students develop a deeper understanding of the material and improve their critical thinking skills.

Research findings of the study are summarized as follows:

1. Korean secondary school students evaluated a greater reliance on visual stimuli in learning processes and the achievement of academic success.

2. The study is characterized for a higher level of motivation.

3. Summary and implications
<table>
<thead>
<tr>
<th>1</th>
<th>I am prepared to expend a lot of efforts in learning English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>If English were not taught in school, I would try to obtain speaking from other countries.</td>
</tr>
<tr>
<td>3</td>
<td>I can imagine a time when I can speak English with native fluency.</td>
</tr>
<tr>
<td>4</td>
<td>If my dreams come true, I will speak English fluently in the future.</td>
</tr>
<tr>
<td>5</td>
<td>Whatever I think of my future career, I imagine myself being able to speak English.</td>
</tr>
<tr>
<td>6</td>
<td>I like to think of myself as someone who will be able to speak English.</td>
</tr>
</tbody>
</table>

### 5 The Ideal Set

#### 1. Imagination

- When I read an interesting story, I imagine the events and feel.
- I think better when I move around (e.g., pacing or tapping my feet). ~ [Level 5]~
- I feel more focused when I sit still for long. ~ [Level 2]~
- I need frequent breaks when I study. ~ [Level 1]~

#### 3. Kinesthetic

- I need clear oral directions for a task. ~ [Level 2]~
- I remember things better if I discuss them with someone. ~ [Level 1]~

#### 2. Auditory

- I have no problem understanding what someone says. ~ [Level 5]~
- I understand lectures better when teachers write on the board. ~ [Level 3]~
- I use color-coding to help me as I learn or work. ~ [Level 2]~
- I remember something better if I write it down. ~ [Level 1]~

#### 4. Visual

- Charts, diagrams, and maps help me understand what someone says. ~ [Level 5]~
- I understand lectures better when teachers write on the board. ~ [Level 3]~
- I use color-coding to help me as I learn or work. ~ [Level 2]~
- I remember something better if I write it down. ~ [Level 1]~

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Appendix

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