

From Self-Awareness/Perceptions to Future Directions: Analyzing Learning Styles and Attitudes of University Students

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ABSTRACT: *When identifying learning styles, attitudes, and self-awareness/perceptions for future directions in mastering English language skills, it is important to take into account psychological and sociolinguistic elements as well as other external factors that can impact students' abilities and understanding. This study employed a Likert-based survey approach to examine significant challenges encountered by students, and the quantitative and qualitative findings were analyzed and interpreted by the professors. The researchers were able to observe that visual aids, class participation, positive attitudes in academic activities, positive attitudes towards other students' contributions and non-verbal reactions, and being team players are important factors in achieving success in the classroom. It was evident that students showed moderate performance in these areas. However, the researchers, who are an English language educator and a psychologist, still view the students' individual and group evaluation feedback as a way to create support methods for boosting student engagement and personal development, ultimately leading to higher ratings, and for encouraging reflective practice among professors.*

KEYWORDS: Input hypothesis, sociocultural theory, connectionist model, attitude, personal values, self-awareness, self-perception, learning style

INTRODUCTION

It is crucial for effective English Language Teaching (ELT) in culturally diverse contexts like South Korea to grasp the theoretical foundations of psycholinguistics. Theoretical frameworks

put forward by researchers and theorists help in comprehending the language acquisition process by learners, taking into account both internal and external factors that impact their communicative competence (Piaget, 1952; Pinker, 1984; Crain & Pietroski, 2001). The researchers provide insights into the mechanisms underlying English language learning among university students in South Korea by exploring key psycholinguistic and sociolinguistic theories that discuss language acquisition and processing. It is implied that the results of students' performances were partially evaluated based on personal values or attitudes to fluency and other linguistic factors (Ramos, 2013, 2014, 2015, 2016, 2020; Ramos & Camarena, 2021; Ramos & Thorkelson, 2022; Ramos, 2023). Additionally, teachers play a crucial role in making the classroom more desirable (Whitehead et al, 2019).

In a lecture discussion in South Korea, Ramos (2014a) emphasized the significant role of students' attitudes and interests in achieving communicative competence intrinsically. This is especially important as English is not recognized as an official language in the country, and some students are mandated to take English courses without clear motivation and interest. The tests revealed another factor: students' attitudes had a negative effect on language learning because many of them did not recognize its future significance, taking into account the effort required to learn, study habits, and class participation (Ramos, 2014b). According to Ramos (2023), their performance in the five domains, which include teachers' management of class activities and feedback, as well as students' self-awareness, oral exam difficulties, and enhancement of speaking fluency, was ultimately at a moderate level.

In this paper, however, the researchers made a long-term observation in various classes, manifesting that students may have different reactions towards activities, learning, and content. Students were oriented on the nature of courses they were taking up at the beginning of each semester; one important part is class participation during academic activities to reinforce their skills and knowledge. Class participation refers to how students interact and respond to pair work, group work, and individual tasks and how they absorb learning instructions or lectures. Thus, the areas that were investigated include learning styles, attitudes, and self-awareness and/or self-perception for future directions with the following questions:

- 1) Which elements influence the learning of students?
- 2) In what way do their attitudes align with their learning styles? and
- 3) Do their learning styles, attitudes, and self-awareness or self-perceptions guide their future aspirations?

The aim of this research is to create support methods that will boost students' engagement and development, as well as encourage professors to engage in rigid reflective practice. Subsequent steps may involve organizing workshops to foster regular self-assessment among educators, to re-evaluate students' academic progress, to redesign course outlines, and to upgrade the effectiveness of teaching and classroom control.

REVIEW OF RELATED LITERATURE

Input Hypothesis

Krashen proposed in 1985 that language acquisition happens through exposure to understandable input, known as the Input Hypothesis. According to the theory, learners acquire language when they receive input that is just a little more advanced than their current proficiency level, which is referred to as "i+1." He highlighted the significance of offering meaningful and understandable input in English language teaching settings. In the South Korean setting, where students may have limited exposure to English beyond the classroom, he found that incorporating teaching methods aligned with the Input Hypothesis could improve language learning results for college students.

Krashen's Input Hypothesis emphasizes the importance of understandable input in acquiring a language. Long's (1985) research examined the significance of comprehending input in second language learning. Long's findings indicate that learners gain the most from input that is both linguistically and cognitively demanding, yet still understandable. This corresponds with Krashen's focus on the value of being exposed to language input that is slightly more advanced than the learner's current proficiency level.

Furthermore, Krashen's Input Hypothesis is closely associated with his Affective Filter Hypothesis, which argues that affective factors such as motivation, anxiety, and self-confidence influence language learning. MacIntyre (1994) delved deeper into the influence of affective variables on the acquisition of a second language. His study indicates that learners with lower anxiety levels and higher motivation are more inclined to engage with input and make greater language progress. These results endorse Krashen's argument that affective factors play a pivotal role in language learning.

Research on input enhancement techniques aimed at facilitating language learning has been influenced by Krashen's Input Hypothesis. Schmidt (1990) studied the effectiveness of techniques like highlighting, repetition, and explicit instruction in directing learners' attention to important features of input. Schmidt's findings indicate that input enhancement can result in greater awareness of linguistic forms and eventual acquisition. His work provides empirical support for Krashen's theory of language acquisition through exposure to comprehensible input. The comprehension of language acquisition is significantly influenced by Krashen's Input Hypothesis, highlighting the crucial role of exposure to understandable input in aiding language learning.

Sociocultural Theory

In emphasizing the significance of social interaction and cultural context in cognitive development, Vygotsky's (1978) Sociocultural Theory highlights the role of these factors in language acquisition. From this viewpoint, the process of learning language is socially mediated and takes place within meaningful interactions and cultural environments. When it comes to South Korea's collectivist culture, the incorporation of collaborative learning activities and culturally relevant materials into English language teaching can foster language acquisition among university students (Vygotsky, 1978).

Vygotsky's theory proposed that the process of acquiring language is shaped by social interaction and cultural contexts. At the core of this idea is the concept of the Zone of Proximal Development (ZPD), denoting the tasks that a learner can accomplish with the guidance of a more knowledgeable individual (Vygotsky, 1978). In educational contexts, Wood, Bruner, and Ross (1976) delved deeper into and put into practice this concept, and they formulated the idea of scaffolding as a teaching method to assist learners within their ZPD. The process of scaffolding includes temporarily offering support and direction to learners as they tackle difficult tasks, promoting their language development through social interaction and collaboration.

Moreover, Vygotsky introduced the idea of the Mediated Learning Experience (MLE), which centers on how individuals acquire knowledge through guidance and shared activities with others. Feuerstein (1991) expanded on this concept by developing the theory of Structural Cognitive Modifiability (SCM), which is rooted in Vygotsky's principles. SCM underscores the significance of guided learning in fostering cognitive development and language acquisition and underscoring the value of social interaction and collaborative problem-solving in educational environments.

Vygotsky's Sociocultural Theory delves into the interconnectedness of language and thought, proposing that language significantly influences cognitive processes. Nelson (1996) investigated how language impacts learner's conceptual growth. Nelson's findings indicate that language not only mirrors but also molds learner's comprehension of the world, emphasizing the complex link between language learning and cognitive advancement in sociocultural environments.

Vygotsky's Sociocultural Theory offers valuable insights into the social and cultural dimensions of language acquisition and cognitive development. In a study titled "Enhancing Second Language Acquisition Through Sociocultural Interaction: A Vygotskian Perspective" (Lee and Kim, 2018), the focus is on examining how effective Vygotsky's sociocultural theory is in the area of second language acquisition (SLA). The researchers investigate the ways in which language development among ESL/EFL learners is influenced by social interaction, cultural context, and collaborative learning environments. Lee and Kim's research highlights how sociocultural approaches can play a pivotal role in facilitating language acquisition processes.

Furthermore, the research highlights the importance of sociocultural engagement in facilitating language acquisition, highlighting the influence of peers, educators, and cultural objects in shaping learners' language skills. This encourages teaching methods that involve active involvement, discussion, and cooperative problem-solving. Utilizing Vygotsky's theoretical framework, the study confirms that language mastery is not solely a cognitive process of individuals but a socially influenced occurrence that develops through meaningful interactions within a nurturing learning environment.

Also, the research conducted by Lee and Kim (2018) demonstrates that when sociocultural principles are incorporated into language teaching methods, educators can establish inclusive and captivating learning settings that foster linguistic and socio-cultural proficiency. This study advocates for a change in the way language education is approached, highlighting the significance of collaborative learning opportunities that enable learners to participate in the active creation of

knowledge and understanding within culturally diverse settings.

Similarly, Chen and Zhang's (2021) study on "The Role of Mediation in Vocabulary Acquisition: A Sociocultural Analysis," explains how mediation influences the process of vocabulary acquisition within the framework of Vygotsky's sociocultural theory. The different types of mediation (linguistic, social, and cultural tools) and how they influence the development of learners' vocabulary were depicted by the authors. The complex relationship between mediation and the acquisition of vocabulary was shown in this research.

The article highlights how sociocultural influences play a crucial role in influencing vocabulary acquisition, particularly by examining the impact of social interaction, cooperative learning, and cultural objects in guiding learners' interaction with new vocabulary. Chen and Zhang contend that mediated learning experiences offer learners the support necessary to connect their existing skill level with their target linguistic ability, drawing on Vygotsky's concept of the zone of proximal development (ZPD).

In addition, Chen and Zhang's research demonstrates that in order to enhance vocabulary teaching in varied learning environments, educators must create educational tasks that encourage active participation, meaningful communication, and genuine language usage. Educators should prioritize culturally sensitive teaching methods that recognize the diverse linguistic heritages of learners, and utilize culturally appropriate resources to support vocabulary acquisition. Chen and Zhang's study validates the significant impact of sociocultural influences on language learning procedures and results.

Connectionist Models

The focus of connectionist models is on the neural processes that underlie language processing. These models propose that the acquisition of language entails the gradual reinforcement of neural connections through exposure to linguistic stimuli. Familiarity with connectionist principles can guide the creation of technology-assisted language learning resources designed for the specific requirements of students (Rumelhart & McClelland, 1986).

The Parallel Distributed Processing (PDP) Connectionist model of Rumelhart and McClelland (1986) simulates cognitive processes using interconnected nodes. Rumelhart and McClelland claim that cognitive functions, such as language processing, result from the collaboration of basic processing units arranged in a connected network. Regarding language, the PDP model proposes that words and ideas are portrayed as activation patterns across linked nodes, with semantic and phonological characteristics spread across the entire network. This distributed portrayal enables simultaneous processing and resilience to damage, mirroring the distributed processing in the brain.

Subsequently, Elman (1990) introduced connectionist models to explain how linguistic structures, like syntax and morphology, are learned and processed. Based on Elman's studies, connectionist networks can gain an understanding of grammatical rules and patterns by being exposed to linguistic input and examples, showcasing their capability to replicate language learning

processes.

Connectionist models have also been used to explore the neural correlates of language processing in the brain. Hinton and Shallice (1991) put forward a connectionist model for word recognition that replicates the activation patterns seen in brain imaging studies of language processing. From their studies, it can be inferred that the distributed representations in connectionist networks closely resemble the distributed neural activation patterns observed in the brain during language-related tasks, offering valuable information about the neurological underpinnings of language processing.

The computational frameworks provided by connectionist models are valuable for comprehending language processing and acquisition. Through empirical research, we gain insight into the neural mechanisms that underlie language processing and the ability of connectionist models to replicate cognitive processes in psycholinguistics.

The study by Smith and Johnson (2020) "Exploring the Application of Connectionist Models in Second Language Acquisition: An Empirical Study," substantiates the efficacy of connectionist models in language learning, including vocabulary acquisition, grammatical processing, and phonological development. This study takes an empirical approach to explore how connectionist frameworks demonstrate the dynamics of SLA. It highlights the strengths and weaknesses of connectionist models in relation to the interplay between linguistic input, cognitive processes, and learning outcomes in SLA settings.

In addition, the work by Smith and Johnson lays the groundwork for creating instructional methods that are better suited to the unique requirements of learners. The research findings underscore the significance of working across disciplines to progress the comprehension of SLA and improve language learning results.

Relatedly, the study "Connectionist Approaches to Psycholinguistic Research: Bridging Theory and Practice in Language Processing" by Brown and Jones (2019) examines the role of connectionist models in the understanding of language processing in psycholinguistics. The theoretical underpinnings of connectionist approaches and their real-world uses in elucidating the cognitive processes involved in understanding, generating, and encoding language are explored in this.

Furthermore, they delved into examining the utilization of connectionist models within the field of psycholinguistics. This article emphasizes how connectionist models demonstrate intricate connections between language input, cognitive functions, and behavioral results in language processing activities. Their research combined connectionist models and experimental psycholinguistics, offering sophisticated research methods and effective interventions in psycholinguistics. The interpretations derived from this research highlight the importance of embracing interdisciplinary approaches from cognitive science and computational modeling to tackle language processing inquiries. This study presents valuable findings for researchers to apply connectionist models in their investigations on language and cognition.

Personal Values and Attitudes in Learning

Influencing attitudes, behaviors, and decision-making processes in different aspects of life, personal values are essential. When it comes to learning environments, attitude is a significant element, serving as a mental reflection of one's choices, decisions, aspirations, and accomplishments – whether they are positive or negative. Bizer et al. (2006) define an attitude as "a global and relatively enduring evaluation... of a person, object, or issue. Attitudes can be based on affective, cognitive, or behavioral information and can vary in their strengths" (p. 247). He showed that attitudes can have an impact on dealing with emotions, feelings, and moods. They can also be linked to objects' quality, trait, concept, value, characteristic, or goal when dealing with cognitive aspects. Additionally, attitudes are related to past behaviors and motives when considering future actions.

Anghelache (2013) listed several elements that influence students' mindsets, such as their approaches to learning, engagement, goals, and success. Upon implementing integration for attitude enhancement, Peters (2015) discovered that the students' excitement increased to a favorable point, resulting in improved effectiveness of teaching and learning within the Social Studies curriculum. Therefore, previous learning experiences may play a role in shaping individual values.

In the field of education, the significance of students' personal values has garnered attention because of their possible impact on academic motivation, learning methods, and ultimately, student success. Many studies have investigated the impact of personal values on student achievement. These practical studies have presented proof of the correlation between personal values and student achievement in various educational settings.

Research has shown that students who place more importance on intrinsic values like personal development, curiosity, and self-improvement generally demonstrate greater academic involvement, self-control, and success, in contrast to those who prioritize extrinsic values like grades or social acknowledgment (Vansteenkiste et al., 2009; Watt et al., 2017). Vansteenkiste et al.'s research demonstrated that students who give importance to intrinsic values like self-improvement, personal growth, and genuine interest in learning tend to show greater levels of academic engagement, motivation, and achievement compared to those who prioritize extrinsic values like grades or social recognition. These findings underscore the significance of intrinsic motivation in promoting deep learning strategies and sustained academic success among students in different educational settings.

In light of Vansteenkiste et al.'s findings, Watt et al. (2017) delved deeper into examining the impact of personal values on student success, particularly focusing on the enduring nature and predictive power of values over time. This extensive study followed students' values, academic motivation, and performance over several years, demonstrating that personal values remained consistent and effectively forecasted students' academic results. Students who consistently prioritized intrinsic values throughout the study period showed continuous levels of drive, involvement, and accomplishment, underscoring the lasting impact of personal values on academic achievement.

A recent long-term study has demonstrated the enduring and reliable nature of personal values in predicting students' academic drive and success. In their study titled, "Exploring the Influence of Personal Values on Language Learning Motivation and Achievement: A Longitudinal Study," Wang and Derakhshan (2018) explore the influence of personal values on university students' motivation to learn a new language and their academic accomplishments. The research delves into how internal and external values affect students' desire to learn a second language and their subsequent academic success over time.

The temporal dynamics of the connection between personal values and language learning outcomes are highlighted in this long-term study. According to their findings, students who place importance on intrinsic values like personal development, curiosity, and genuine interest in the language exhibit higher motivation levels and attain superior language learning results compared to those who prioritize extrinsic values such as grades or social approval. Additionally, the research confirms that personal values impact students' involvement, persistence, and learning approaches, underscoring the significance of intrinsic motivation for achieving success in language learning over the long term.

The study's results suggest that in order to improve students' language learning experiences and results, educators must acknowledge the influence of personal values on motivation and success. As a result, educators should develop teaching methods that encourage internal motivation and meaningful involvement in language learning activities. This in-depth study underscores the significance of considering students' changing values and requirements during the language learning journey, underscoring the importance of individualized and student-focused language education approaches.

Self-Awareness and Self-Perception

The significance of self-awareness and self-perception in the process of learning English is substantial as it helps in comprehending the cognitive processes, motivations, and results of language learning for students. Self-awareness refers to individuals' conscious understanding and knowledge of their thoughts, emotions, and actions, while self-perception involves individuals' beliefs, attitudes, and assessments of their language learning capabilities and experiences. Both concepts are crucial in influencing the language learning strategies, attitudes, and engagement levels of learners in the language learning process.

The article "Self-Perception and English Language Proficiency: An Investigation of Korean EFL Learners" by Kim and Lee (2020) reveals insights into the relationship between self-perception and English language proficiency among Korean EFL learners. The researchers explore how students' own views of their language skills, motivations, and learning encounters impact their real language proficiency. Kim and Lee conducted a thorough investigation of the intricate relationship between self-perceptions and language learning results by integrating standardized test scores, teacher assessments, and learners' self-assessments.

The research demonstrates that students who have more positive views of themselves often show

greater proficiency in English language, highlighting the important influence of psychological elements in the process of learning a language. Additionally, the research stresses the importance of educators taking into account the self-confidence and motivations of learners when creating teaching strategies and support structures to enhance language learning results for Korean students learning English as a foreign language.

The research suggests that self-perception significantly impacts language proficiency. Therefore, it is important for educators to adopt approaches that cultivate positive self-confidence and motivation in students and create a supportive learning atmosphere. Furthermore, the results emphasize the significance of encouraging learner independence and self-control in language learning.

Another study, "The Impact of Self-Awareness on English Language Learning: A Psycholinguistic Perspective" by Li and Gu (2018) provides a comprehensive examination of how self-awareness influences English language learning processes. Li and Gu analyze how learners' understanding of their own language skills, study techniques, and cognitive functions influences their language learning results. Using experimental activities, self-assessment tools, and linguistic examinations, the study explores the mental processes involved in language acquisition and the significance of self-awareness in enhancing learning opportunities.

The study illustrates that increased self-awareness is connected to higher language proficiency and the use of successful language learning methods. Furthermore, the research emphasizes the significance of metacognitive abilities like self-monitoring, self-evaluation, and self-regulation in supporting successful language learning. Using a psycholinguistic approach, Li and Gu analyze how learners' understanding of their language learning procedures affects their English language development and performance.

Li and Gu's research findings underscore the importance of self-awareness in the process of language acquisition, emphasizing the necessity of nurturing metacognitive abilities and self-reflection in learners while empowering them to assume responsibility for their learning journey. The study also underscores the value of offering learners chances for self-evaluation and feedback, as these activities allow learners to track their advancement, recognize areas for enhancement, and adapt their learning approaches accordingly.

Learning Styles

Individuals' preferred methods of acquiring and processing information are known as learning styles, encompassing cognitive, affective, and sensory modalities that shape how they prefer to learn and their strategies for doing so. A psycholinguistics perspective is crucial for educators aiming to enhance English language learning results by understanding learning styles. By comprehending the variance in learning styles among English language learners, educators can gain valuable insight into how these styles impact their language learning experiences.

The article "Exploring the Influence of Cognitive Styles on English Language Learning Strategies:

A Psycholinguistic Perspective" (Smith and Johnson, 2021) examines how cognitive styles influence English language learning strategies among learners from diverse cultural backgrounds. The study uncovers how learners' cognitive processing preferences influence their choice and use of language learning strategies through a mixed-methods approach, establishing a connection between cognitive styles, metacognitive awareness, and language proficiency levels. These results provide insights into the cognitive processes involved in language acquisition.

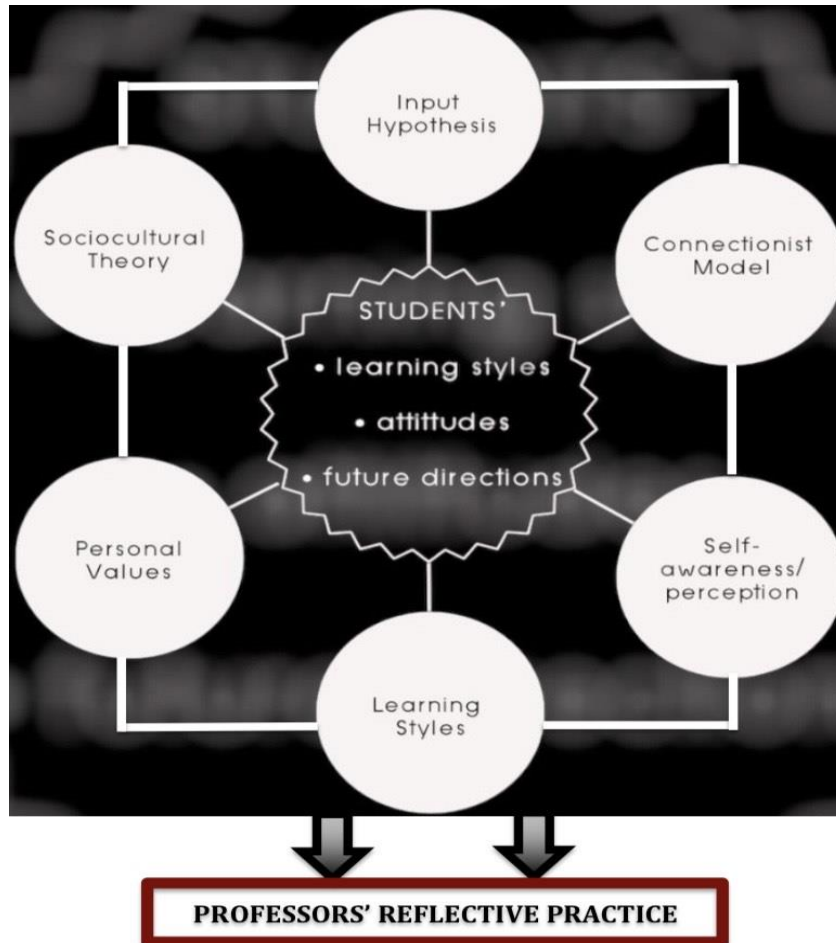
Different cognitive styles are demonstrated by learners and show their specific inclinations towards language learning strategies, reflecting differences in their cognitive processing methods and learning preferences. The research emphasizes the significance of metacognitive awareness in moderating the connection between cognitive styles and language learning results, stressing the importance of self-regulation and introspection in enhancing language learning experiences.

In another study, Liu and Wang (2023) delve into the impact of information processing styles on English language learning strategies among Chinese EFL learners. This study, "The Influence of Information Processing Styles on English Language Learning Strategies: A Psycholinguistic Perspective," is grounded on information processing theory and psycholinguistics and sheds light on how learners' cognitive processing preferences shape their approaches to language learning, and the relationship between information processing styles, metacognitive awareness, and language proficiency levels.

The findings reveal that learners with varying information processing styles exhibit distinct preferences for language learning strategies, reflecting differences in cognitive processing modes and learning preferences. The study focuses on the importance of considering individual differences in learners' cognitive styles when designing language teaching interventions. Moreover, the findings prove the significance of self-regulation and reflection in optimizing language learning experiences, as well as accommodating learners' diverse cognitive needs.

In summary, the theoretical-conceptual framework shown below gives an overview of the psychological and sociocultural factors, which ends with reflective practice among teachers or educators. The theories and related studies provide valuable frameworks for understanding the cognitive processes that involved in language acquisition and processing. By integrating these theories into ELT practices, educators can design effective instructional strategies that cater to the unique needs of university students in South Korea, fostering meaningful language learning experiences that lead them to clear future directions or identified goals.

Along with that, Aryal (2024) regards reflective practice as the idea that "teachers need reflection not only to change their everyday routines within a classroom but also to realize what problems are arising should become a current belief for language teachers" (p. 27). This only happens when timely and relevant implementation of reflective practice becomes a habitual mindset or action of teachers.



RESEARCH METHOD

Research Design

This research utilizes both qualitative and quantitative methodologies. Qualitative methods enable the inclusion of open-ended questions in the questionnaire, allowing participants to provide additional explanations. Dörnyei (2011) stated that open responses can provide vivid examples, quotes, and insights into unexpected issues. The quantitative data presents the numerical information regarding students' academic progress in the 2022-2023 school year. This research is primarily exploratory, aiming to examine the enhancement of students' English language skills and the reflective practices of teachers.

Description of Participants

The research was carried out with students from two universities in Gyeonggi-do Province, South Korea, who took part in both elective and mandatory English classes. A total of 209 students volunteered to participate in the survey, and they were assured that opting out would not impact their grades.

Data Collection Procedures

The data collection utilized a Google Form for students to answer the questionnaire. The questionnaire covered three aspects related to students' perspectives on learning styles, attitudes, and self-awareness and/or self-perception for future directions in taking English language courses. Each question used a 5-point Likert scale (i.e., excellent (5), good (4), average (3), fair (2), and poor (1)), and participants could choose qualitative statements to match their opinions. The questionnaire included a space for students to provide additional explanations if needed. Students were not obligated to select reasons from the list or elaborate on their reasons in writing. In order to maintain confidentiality, 209 participants were given codes, and their opinions were not altered in order to preserve the authenticity of their communication skills.

Data Analysis

The number of responses in the survey questionnaire was determined by calculating the frequency count using the percentage formula in Excel, as outlined in The Smart Method (2018). The survey questionnaire tables were organized in the following order: (1) learning styles, (2) attitudes, and (3) self-awareness/perception and future directions. The quantitative survey findings were analyzed alongside the qualitative results based on the students' provided reasons.

RESULT

The learning styles category pertains to tables 1, 2, 3, and 4. Table 1 presents the result of being able to apply language expressions, vocabulary, and grammar in any situation when visual aids (e.g. video clips, photos, emoticons, etc.) are provided.

Table 1. Application of language expressions, vocabulary, and grammar in any situation with visual aids

	no. of respondents	percentage
Excellent	26	12
Good	77	37
Average	91	44
Fair	12	6
Poor	3	1
total	209	100

Of 209 respondents, 12% said they were excellent at applying language expressions, vocabulary, and grammar in any situation when visual aids (e.g. video clips, photos, emoticons, etc.) are provided. Others claimed to be good (37%), average (44%), fair (6%), and poor (1%). The ratings are supported by the following reasons in table 2.

Table 2. Reasons for table 1

	no. of	
	respondents	percentage
1. Being able to easily connect to academic and life experiences	81	40
2. Being able to perceive in achieving task completion	60	30
3. Being able to become more active in the process of learning	58	29
4. 재미를 더해 더 흥미있게 만들어주기 때문이다.	1	0
5. no reasons	1	0
total	201	100

There were only 201 respondents who expressed their reasons for being able to apply language expressions, vocabulary, and grammar in any situation with visual aids. Specifically, 40% believed that visual aids easily connect to their academic and life experiences. Additionally, 30% felt that they could perceive achieving their task completion while 29% claimed that visual aids could foster them to become more active in the process of learning. Finally, 재미를 더해 더 흥미있게 만들어주기 때문이다 (because it adds fun and makes it more interesting) was marked 0%, and 0% did not show any reasons.

Table 3 presents the result of being able to participate in group discussions and oral presentations when audio and written materials are provided.

Table 3. Participation in group discussions and oral presentations with audio and written materials

	no. of	
	respondents	percentage
Excellent	41	20
Good	81	39
Average	66	32
Fair	17	8
Poor	4	2
total	209	100

Of 209 respondents, 20% felt they were excellent at participating in group discussions and oral presentations when audio and written materials are provided. The remaining ratings were marked as good by 39%, average by 32%, fair by 8%, and poor by 2%. The ratings are supported by the following reasons in Table 4.

Table 4. Reasons for table 3

	no. of	
	respondents	percentage
1. Being able to help organize thoughts and delivery	74	38
2. Being able to help become fluent and natural in delivering ideas and opinions	65	33
3. Being able to make comprehension and knowledge effective and relevant	58	29
total	197	100

There were only 197 respondents who manifested their reasons for being able to participate in group discussions and oral presentations with audio and written materials. In particular, 38% said that audio and written materials help them organize their thoughts and delivery. In addition, 33% believed that audio and written materials help them become fluent and natural in delivering their ideas and opinions, and 29% felt that they make their comprehension and knowledge effective and relevant. The attitude category pertains to tables 5, 6, 7, and 8. Table 5 presents the result of being more patient and determined to accomplish academic activities.

Table 5. Being more patient and determined to accomplish academic activities

	no. of respondents	percentage
Excellent	72	34
Good	100	48
Average	34	16
Fair	2	1
Poor	1	0
total	209	100

Of 209 respondents, 34% believed that they were excellent at being more patient and determined to accomplish academic activities. While 48% were good and 16% were average, 1% was fair. The ratings are supported by the following reasons in table 6.

Table 6. Reasons for table 5

	no. of	
	respondents	percentage
1. Being able to challenge thinking ability for ideas or opinions to a higher step.	98	49
2. Activities being suitable to learning styles	55	28
3. Tasks with questions being well constructed that lead to express insights	46	23
total	197	100

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Only 197 respondents expressed their reasons for being more patient and determined to accomplish academic activities. This is because they can challenge their thinking ability and ideas or opinions to a higher step, according to 49%. Additionally, the activities are suitable to their learning styles, claimed 28%, while 23% felt that the tasks with questions were well constructed which led them to express their insights.

Table 7 presents the result of being sensible and respectful of other students' insights and non-verbal reactions.

Table 7. Being sensible and respectful of other students' insights and non-verbal reactions

	no. of respondents	percentage
Excellent	81	39
Good	98	47
Average	26	12
Fair	4	2
Poor	0	0
total	209	100

Of 209 respondents, 39% believed that they were excellent at being sensible and respectful of other students' insights and non-verbal reactions. While 47% were good at it and 12% were at an average level, 2% ranked themselves at a fair stage. The ratings are supported by the following reasons in table 8.

Table 8. Reasons for table 7

	no. of respondents	percentage
1. Wanting to learn more from their peers	126	64
2. Wanting to see their quality in collaborative learning	61	31
3. Wanting to assess their study habits	11	6
total	198	100

Only 198 respondents expressed their reasons for being sensible and respectful of other students' insights and non-verbal reactions. This is because 64% of them want to learn more from their peers, while 31% claimed that they want to see their quality in collaborative learning. The remaining 6% want to assess their study habits.

The self-awareness/perception for future directions category pertains to tables 9, 10, 11, and 12. Table 9 presents the results of being good team players in a project.

Table 9. Being good team players in a project

	no. of respondents	percentage
Excellent	67	32
Good	96	46
Average	45	22
Fair	0	0
Poor	1	0
total	209	100

Of 209 respondents, 32% were excellent at being good team players in a project while 46% were good. Only 22% claimed that they were at an average level. The ratings are supported by the following reasons in table 10.

Table 10. Reasons for table 9

	no. of respondents	percentage
1. Being interested in further developing the necessary communication skills	132	67
2. Being interested in learning new knowledge and skills of future jobs	33	17
3. Being interested in strengthening retention skills	33	17
total	198	100

Only 198 respondents manifested their reasons for being good team players in a project. This is because they (67%) are interested in further developing the necessary communication skills. While others (17%) are interested in learning new knowledge and skills pertaining to future jobs, another 17% are interested in strengthening their retention skills.

Table 11 presents the results of becoming more sociable with future colleagues and superiors in any projects.

Table 11. Becoming more sociable with future colleagues and superiors in any project

	no. of respondents	percentage
Excellent	60	29
Good	98	47
Average	43	21
Fair	8	4
Poor	0	0
total	209	100

Of 209 respondents, 29% were excellent at becoming more sociable with future colleagues and superiors in any projects while 47% were good. While 21% were at the average level, 4% claimed that they were fair. The ratings are supported by the following reasons in table 12.

Table 12. Reasons for table 11

	no. of respondents	percentage
1. Being fully aware of their attitudes and behaviors through various activities in the class	107	55
2. Being able to tolerate criticism and reflect on their quality for improvement	58	30
3. Been influenced by other classmates' attitudes and behaviors	31	16
total	196	100

Only 196 respondents revealed their reasons for becoming more sociable with future colleagues and superiors in any projects. This is because they (55%) are fully aware of their attitudes and behaviors through various activities in the class. Additionally, 30% believed that they can tolerate criticism and reflect on their quality for improvement while 16% felt that they have been influenced by other classmates' attitudes and behaviors.

DISCUSSION

Based on the results, the themes are categorized in processing the discussion, and these are visual aids, class participation, values in the academic activities, values in other students' insights and non-verbal reactions, team players, and other external factors.

Visual aids

The use of visual aids, such as video clips, photos, and emoticons, ignites interest and helps students process information, making them a popular choice for around three-fourths of students looking to speed up their learning. It is undeniable that students tend to form connections with visual aids when recalling past learning experiences, which can be applied to their current communicative needs, such as negotiations, presentations, and Q&A sessions. By integrating visual aids with communicative needs, students can further improve their language skills, including expressions, vocabulary, and grammar, in various situations. The development of strong associations in students' cognitive framework concerning positive emotions could lead to about half of the students being more likely to effectively utilize language skills in both academic and real-world contexts. When it comes to situations requiring English communication, visual aids can assist around one-third of students in completing tasks and engaging more actively in the learning process as reported by another one-third of them. Nevertheless, students may unconsciously absorb the messages and visual elements from video clips without actively focusing on linguistic cues such as intonation and non-verbal signals. As a consequence, the professors aim to help students focus on the crucial linguistic elements, enabling effective comprehension and retention when using video clips or other visual aids as a medium for learning (Stempleski, 2002).

Class participation

Interacting as a group to orally present tasks can significantly impact students' meaningful learning by accelerating the development of schemas and emotional factors such as confidence and interest. When both audio and written materials are available, approximately three-quarters of students are more likely to actively participate in group discussions by sharing their ideas or opinions, as everyone feels motivated to contribute. Through collaboration, around half of the students can benefit from organizing their thoughts and improving their delivery, as peer critique becomes a part of the process. By engaging in oral practice, either alone or with classmates, approximately one-half of students said that they can achieve fluency and ease in delivering presentations, as the audio and written content stays in their minds and continues to replay. Furthermore, when students fully understand the audio and written materials, just over one-third of them can effectively retain knowledge relevant to their class assignments. In short, those circumstances mentioned above are some of the outcomes that are in line with cooperative learning which points out "increased student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input" (Jacobs & Hall, 2002, p. 53) (also refer to Olsen & Kagan, 1992).

Values in the academic activities

Compared to the general student population, around three-fourths of students with positive attitudes are more actively involved in completing academic tasks, which represent the practical application of their skills and knowledge gained from their instructors. Demonstrating greater patience and determination in completing assignments is a strong indication that approximately one-half of students are willing to push their intellectual boundaries, regardless of the task's complexity. Approximately one-third of students were able to complete the tasks, even though they were challenging, due to their compatible learning styles and attitudes. Additionally, below one-third of students could effectively accomplish assignments by answering thought-provoking questions and conveying their ideas accurately and fluently. Hence, the self's realization of personal values is essential and shapes its growth and existence in any circumstance (Gamage, 2021), as attitudes are influenced by personal values.

Values in other students' insights and non-verbal reactions

Many young adults fail to develop positive values when interacting with their peers. According to this research, about three-fourths of students have grown more considerate and respectful of their classmates' perspectives and non-verbal cues as a result of engaging in intercultural interactions, traveling, and participating in social activities. As a result of these experiences, they have become more open to different viewpoints and actions, with around three-fourths of students expressing a desire to gain knowledge from their fellow students. Nearly one-third of students think that effectively participating in collaborative learning depends on having a positive attitude and behavior to encourage everyone to express their ideas and opinions for successful interaction. Around one-third of students desire to evaluate their study habits by gauging their understanding through attentive listening and interpreting non-verbal cues to facilitate the learning process. In his 2021 publication, Gamage emphasized the importance of being clear about one's values, pointing out that a lack of clarity in personal values can lead to ineffectiveness in managing one's

life.

Team players

In a collaborative project, it's important for all team members to listen to and consider individual ideas and opinions. Nearly all students see themselves as effective team players, as they value diverse perspectives in order to deliver a successful oral presentation. A strong desire to enhance their communication skills, mentioned by approximately three-fourths of students, motivates all members to unintentionally hone their linguistic abilities during discussions and decision-making processes. Additionally, about a third of students expressing interest in acquiring new knowledge and skills related to future careers indicates their proactive approach in preparing for future endeavors. It would be motivating for individuals to have a long-term goal in life as it would push them to enhance the essential skills required for survival. These skills could range from excelling in job interviews, handling on-the-job responsibilities, pursuing promotions, and establishing a successful career path. Additionally, focusing on improving retention skills, as indicated by around one-third of students, allows them to draw parallels between their previous learning experiences and their current knowledge and abilities while working in groups. This, in turn, sparks their interest and gives them fresh ideas to engage in other important critical and creative tasks. Hall (2012) stated that patterns and structures that are used frequently and reliably in activities are more likely to be stored and remembered.

Other external influences

Engaging in meaningful social interaction can be challenging for some individuals who lack the necessary skills, knowledge, and personality traits. In a recent survey, all students expressed their desire to improve their sociability when working with future colleagues and supervisors on any project. Through participation in group activities, students begin to evaluate their internal and external capabilities through self-awareness and self-perception. In his 2012 study, Hall noted that individuals with less experience in language acquisition gain both linguistic forms and meanings through repeated interactions with more experienced individuals in regular communicative activities. Having a complete understanding of their demeanor (and conduct) during different class activities, as reported by approximately half of the students, would provide an opportunity to review the class materials' design to better suit their academic and professional requirements. Furthermore, demonstrating an ability to accept criticism and evaluate their performance for enhancement, as indicated by about one-third of the students, would bolster their resilience in addressing and revising tasks that require improvement. Finally, about one-third of students have acknowledged that they are influenced by their classmates' attitudes and behaviors, which might impact their desire to socialize with peers. While external traits can shape a person's perspective, it's important to remain open to enhancing one's understanding and skills.

IMPLICATION TO RESEARCH AND PRACTICE

Professors or teachers are advised to engage in reflective practice regularly to evaluate personal attributes, classroom management, teaching materials, and learning activities, as well as the selection of topics for students to gain a deep understanding of the English language. It is important to ensure alignment between the objectives of the course syllabus and students' capacity to

succeed, or modify them in order to optimize students' abilities to achieve academic and personal development. In essence, genuine needs must be dealt with in a proficient and efficient manner.

CONCLUSION

Upon analyzing the three factors - learning styles, attitudes, and self-awareness/self-perceptions for future directions, it was evident that students displayed moderate performance. Based on the results, six areas - visual aids, class participation, values in academic activities, values in other students' insights and non-verbal reactions, team players, and other external factors - came into consideration after evaluating students' specific and collective feedback. These six areas serve as tools to develop scaffolding techniques aimed at improving students' learning and personal growth to an outstanding level and for enriching teachers' reflective practice.

In order to develop students' attitudes towards learning the target language, this research could consider several aspects. Visual aids have the potential to be overwhelming for students when not properly guided due to excessive special effects; however, guiding them to focus on the fundamental linguistic elements would improve their understanding and retention of any subject matter and skill development. Furthermore, the positive attitude and personal values that individuals contribute towards any task could assist students in identifying their objectives and guiding them towards further improvement of their accomplishments, ultimately motivating them to take on additional challenges and ultimately leading to more profound language experiences. Finally, engaging in group activities can serve as a means to interact with peers and develop positive values from one another, influencing the specific patterns and language skills derived from repeated interactions, which become integrated into their everyday communication obstacles. All of these can be honed through ample practice under the supervision of teachers or mentors.

Overall, the literature review and related studies would benefit from a thorough discussion and confirmation of the presence of all factors or areas addressed in this study. It may be beneficial for professors (or teachers) to conduct regular reflective practice workshops to evaluate teaching and learning simultaneously. In academic settings, students do not receive workshops focused on self-awareness in their learning and learning styles to reflect their attitudes (and behaviors). Consequently, they can also engage in reflective practice by reviewing their weekly class activities and interactions with professors and peers. This will allow students, especially, to enhance their self-awareness or self-perceptions of their daily academic performances, which can contribute to their personal growth and future directions.

FUTURE RESEARCH

In light of the findings in this research, educators and researchers could explore additional emotional elements and perspectives beyond those that were studied. This will help broaden the practice of self-reflection among teachers and also foster a culture of introspection with students. As a result, both educators and students can work towards common objectives of academic and personal development.

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