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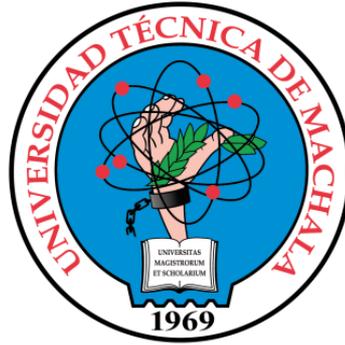
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN
INGLÉS

TEACHERS SHOULD CONSIDER THE DIFFERENT LEARNING STYLES
OF THEIR HIGH SCHOOL STUDENTS WHEN PLANNING THEIR
LESSONS

IÑAGUAZO JORDAN EDGAR EFRAIN

MACHALA
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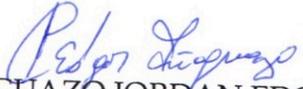
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THEME

TEACHER SHOULD CONSIDER THE DIFFERENT LEARNING STYLES OF THEIR HIGH SCHOOL STUDENTS WHEN PLANNING THEIR LESSONS.

SUMMARY

The "learning styles" have looked several ways that the student or the person takes to develop better learning, based on comments of some researchers bibliographic texts have gathered information that somehow certain styles help the teacher to recognize what or whom they are appropriate and that could help the performance of students in class, however we will mention some of the styles that we have investigated in which they operate more students in their classes for better understanding: visual learning style(images) aural learning style(auditory), Verbal learning style(communication), physical learning style(kinesthetic), logical learning style(analytical), melodic learning style(music), solitary learning style(individual). These styles are common in which students can develop their treasury-motor learning skills. It follows through research, student errors were fundamental for the teacher through analysis, can apply a style appropriate to each. Another research perspective was that learning styles were not the complementary part for the student or the person properly learn, also has much: the age and the environment in which learning takes place, then there are several factors that encounter a teacher should take to implement a real and effective learning within their class, taking into account also a good lesson plan that meets the necessary prospects, the teacher being the promoter and facilitator of good teaching. This research about safe learning styles reference help the teacher to take at a given time that requires a better mechanism of teaching students and to help them clearly and effectively to develop more school understanding within the hall lessons.

INTRODUCTION

Traditionally education has been a learning process based in the different ways or approaches to learning known as learning styles. There is no one right or wrong way when it comes to learning. Some students may learn best when taught in a specific manner, while others may find that that manner is confusing and difficult to understand.

It is equally important that teachers take the various learning styles into consideration when developing lesson plans and when instructing the students in our classes. It is important for people to discover what their personal preferences are when it comes to learning, as it will help them not only in their education in school and college but also in other aspects in life. Because people continue to learn throughout the course of their lives, there may be times when one needs to learn something new as a part of their career or for other personal reasons.

The reason for this research is to demonstrate that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. The idea is that each person differs in the way they prefer to learn and everyone can enjoy learning if the material is presented in a way that compliments their learning style. Nevertheless it is important for the children to enjoy and retain what they are learning and they are more likely to do so when they are learning in their preferred style.

This work theme is: Teacher should consider the different learning styles of their high school students when planning their lessons. The contents of my work include the following content Learning Styles, the seven Learning Styles, tips for Teachers on Accommodating different Learning Styles, Conclusion, References and Appendix. I hope

that the present research will be consider by the principal staff of the Universidad Técnica de Machala.

DEVELOPMENT

LEARNING STYLES

Identifying the modes in which students learn best becomes useful in two ways – first, in helping students understand and become aware of how they themselves learn and study best and second, in helping teachers achieve a more holistic approach to selecting and designing teaching strategies, lessons, and activities that maximize student learning and understanding. As far as this work deals with the term Learning Style consider the definition of both expressions relevant.

Students differ in their abilities, interests, and background knowledge, but not in their learning styles ... students may have preferences about how to learn, but no evidence suggests that catering to those preferences will lead to better learning. This sentiment was best summed up by Joseph “Mick” La Lopa (2013, p. 35).

ERRORS WITHIN CLASSES

According to research by the errors of the teacher in the classroom, it is indisputable deduce that good teaching should be applied a method to guide students to learn in a simple and effective way, the teacher as an educator should be of foremost of know the method that is best suited for students and not rely on one. there are different methods and styles that lead students to learn and why not say to excel in learning within the education system. “We define errors as a mismatch between the desired and actual results. For example, many training programs designed to introduce alternatives to teaching memory in developing countries do not succeed” Aaron Peeters& Viviane Robinson(2015).

LEARNING

The term learning is often connected with school, lessons or studying at home. As a matter of fact, learning accompanies a human being through the whole life. “Although every learner has some capacity to learn within each of the concrete sequential, abstract sequential, abstract random, and concrete random learning styles very few learners possess the flexibility to comfortably meet the demands of learning” Marion Terry(2002a),

For me the learning may occur as part of education or personal development, giving as a result new knowledge, behaviors, skills, values, preferences or understanding.

STYLE

It was connected with various kinds of art. Psychology considers style as a professional term. A general view on “style” regularities in a way or form of the human activity, which are auto consistent, transversal and integrative.

Certainly, the way students approach learning and studying is not only determined by how professors design the learning environments or by the assessment modalities used. It is also determined by perceptions the students have of them: characteristics, appropriateness, preferences, expectations, fairness Rafael García-Ros & Francisco Pérez-González (2011).

DEFINITION OF LEARNING STYLES

The precise definition of the term learning style seems to be a complex task. Donald R. Bacon & Steven W. Hartley (2015) define learning styles as ‘the manners in which individuals typically acquire, retain, and retrieve information’ Rahman Sahragard, yaserkhajavi & Reza Abbasian (2014).

For me teachers should always strive to create learning that engages a variety of these styles. Not only will it be helpful for the students, but it also will go a long way in learning retention.

In Learning Styles a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. “Few if any people could be classified as having all or nothing in any of these categories” Rebecca L. Oxford, Ph.D. (2003).

THE SEVEN LEARNING STYLES

Learning is a complicated concept as everyone is unique in their own way, and learns in their own way as well. Everyone learns differently, that’s nothing new. “A learning style is generally defined as an individual’s preferred method of learning”. According to Jason M. Lodge, Luis Hansen & David Cottrell (2016).

That said, it is still very much possible to classify a learning style into one of seven categories.

For Melba Libia Cárdenas B.(1999) who includes the “play” element into the learning styles topology.

According to Cardenas and investigations we have deduced that the best learning styles are applied through the games in our body interact to learn.

Visual Learning Style – Learn with pictures.

In this style the mind is activated by the vision, because it is through her that we learn by observing: images, videos, movies, developing our ability to imagine, detect, and perform change information.

Analysis of the visual learner

This apprentice has developed a skill that helps him to get knowledge of things. This visual skill previously concentrated on capturing images, graphics, photos, projectors, triggering a photographic memory (visual), making it easier to understand and remember the amended instructions.

For me this is a way of learning in which information is associated with images in other words requires that learners first see what they are expected to know.

Aural Learning Style – Learn with Words (Auditory)

This style shows a usual way that many trainees take on learning. It is very common to see this style in people who enjoy learning from him, this style develop their auditory system by music, listening to stories and reading texts, also develops memory by listening to instructions or orders to capture.

Auditory learners rely primarily on music and sound for their learning. Information is often best acquired through verbal lectures, discussions and mini-presentations.

Analysis of the Auditive learner

By analyzing this learner we have observed that mostly unfold through the auditory system that allows them to absorb information through another system that is verbal, is to say based on the skill of listening.

This learner is one who enjoys playing with language, storytelling, reading and writing. This student memorize and remember names, places, dates and similar data watching and listening, the words associated with the desired result to easily learn anything of interest to him / her.

There are some students who learn best through hearing things, however they must be able to hear what is being said in order to understand.

Verbal Learning Style – Learn with Socialising (Communicative)

It is the connecting element that is always with a group of people and talking with friends. It is who leads others to obvious knowledge, together with the organization, mediation, communication and overall understanding of people and maintains good way to work well with them.

When learning something new, students who belong to this category prefer hearing a detailed explanation over viewing a physical, visual demonstration.

Analysis of the Communicative learner

This apprentice is the one who always surrounded by people who collaborate in their learning, meaning that through the communication system learns better by sharing their ideas and thoughts to people. It must also adapt to the ideas of others to get a result to fill their personal satisfaction.

It is easy to identify this learning style because if you use this, you find it easy to express yourself, both in writing and verbally.

Physical Learning Style – Learn with Movement (Kinaesthetic)

This learner uses through body movements to express ideas such as: playing sports, handicraft production, dances, plays the instrument.

The main component of this learner is kinetic and that interacts with the space somehow in order to process and remember, new information through the body.

Analysis of the Kinaesthetic learner

Through the analysis we have observed that this apprentice through develops more movements made by your body, express ideas to interact is the best in the works. This apprentice likes dancing, sports, gymnastics, not shown in class quiet, always interacting with movements to get their attention. In addition to the teacher it is advisable to apply this form of learning at the beginning of class to motivate students to better learning in the classroom.

For me when we students have trouble sitting for long periods of time, this will be the right strategy for them.

Logical Learning Style – Learn with Questions (Analytical)

This analytical learning style is the most important for humans as it arouses the deep analysis of things and how to see them, but above all having a great mental concentration to awaken the analysis. Using the analysis is that the human being has learned many life forms, and has managed to excel at professional success. The analysis phase is a mental one acquires and develops over time and is given through the logical study we taught within teaching and learning.

Analysis of analytical learner

The analytical apprentice usually specializes in field processes, so their ingenuity to figure things beyond your intellect, differs from the other people that develop more intelligence to do activities and problems of logical as mathematics, perform experiments that enrich more investigation and bring more to the socio-educational development.

For me if you use the logical style, you like using your brain for logical and mathematical reasoning. You can recognize patterns easily, as well as connections between seemingly meaningless content.

Melody Learning Style – Learn with music (Musical)

We can say that this style is the smoothest and indicated to the people that surround them with the rhythmic melodies listening developing their auditory system, but to learn new things in life.

Today some researchers are putting emphasis teaching through this method that is evolving in the study. This type of learner is always listening to music and arousing great interest in her.

As the skill of listening this system contributes a lot to education, as long as they know it interpret.

According to research between students in a classroom this is one of the most effective to learn and develop the auditory system and the language the English language methods.

Analysis of Melody learner

Teaching is a lesson about social consciousness, cultural differences. Incorporating this system, teaching through rhythms and rhythmic group of another language greatly enrich the learning experience.

For me in relation to students it is very essential to have your own style / intrapersonal learning in relation to music, meaning they learn best when interacting with others and can relate to the people around them.

Solitary Learning Style – Learn Alone (Individual)

It is a way of learning from a very young have been learning to cope know, is welcome here when you quickly to a style that allows us to learn more and depend on it. The individual learning style requires a lot of input from the person or student learning requires a certain part of qualities, skills and abilities that the individualist need for greater student academic performance.

This student in the classroom are located in front of the teacher to easily learn and interact in class, they like to be conservative. So the new information is better absorbed when projects are individual, at their own pace, and singularly focused.

Analysis of Solitary learner

Within the systematic analysis that could be seen in the texts, we have reached a conclusion in reference to the individual learner and we realize that this person or student differ from others by learning individually despite the mistakes you make, where Impulse takes to overcome the assigned tasks. Always welcome their instincts and is original in certain things. They better absorb the information being individualists, in the classroom are located in front of the teacher to easily learn and interact in class, they like to be conservative.

Sometimes is necessary that students enjoy a peaceful and quiet moment alone with their thoughts. Because of this, they are typically aware of their own thoughts and emotions. They often are highly motivated because they take time to assess their own accomplishments and goals.

TIPS FOR TEACHERS ON ACCOMMODATING DIFFERENT LEARNING STYLES

We all have a way in which we best learn. Odds are, every student in your class has a different preferred learning style, which can make it difficult for you to be the most effective teacher. However, by trying to incorporate various methods into your teaching, you may be able to reach the majority of your students.

Teaching non-majors, majors, and students with a range of experiences and ways of learning all in the same classroom is one of the most challenging aspects of our job. Teachers instinctively teach in the same modality in which they learn. The most successful teachers incorporate different modes of communication to serve a range of learners. Determining your own modality of learning will make you more aware of your teaching style and help you incorporate visual, aural, read/write, and kinesthetic elements in your lesson plans. “Teachers in today’s middle school classrooms are keenly aware of the critical role vocabulary plays in academic success for all learners. Vocabulary knowledge correlates strongly with reading comprehension” Deanna L. Nisbet&Evie R. Tindall(2015).

Differences among students are not limited to learning styles. Teachers who regularly assess students’ knowledge and preparation levels can modify plans as well as weekly

lessons to best teach their students the skills and information necessary to succeed in class.

Richard sees a solution to this firstly in the recognition of diverse learning styles and a systemic approach to acknowledging cohort diversity and, secondly, in common with much other research on the mechanics of pedagogic change in higher education teachers Richard Turquer(2008) in teaching reform informed by self-reflection.

CONCLUSION

The purpose of this work is to know the learning styles to enhance any teaching methods and, moreover, to help my pupils to find the most effective English language learning strategies. The learning styles to influence the process of learning and teaching English.

Bizup Uses the terms method and method source to refer to materials from which a writer derives a governing concept or a manner of working. A method source can offer a set of key terms, lay out a particular procedure or furnish a general model or perspective. Joseph Bizup (2008)

The learning as well as the teaching process is strongly influenced by the knowledge of the learning style teaching and learning strategies. As it was mentioned earlier, to emphasize the strategies corresponding to the student's learning style is significantly important.

In conclusion, there would not be any teaching or learning without the mutual comprehension. Teachers should focus on more than one learning style during the educational process. The teacher should bear in mind how frustrating language learning could be for some student. It does not mean he or she cannot learn. Furthermore, as teachers we can help the learner to avoid frustration and can help them find the right place. Modern society can be inspired to adjust its educational system to accommodate diversity in learning styles, talents, and personalities.

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ANNEXES

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Translating Learning Style Theory into Developmental Education Practice: An Article Based on Gregorc's Cognitive Learning Styles

Marion Terry

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160 Journal of College Reading and Learning, 32 (2), Spring 2002

Combinations of three pairs of tendencies identify learners as primarily concrete sequential (CS), abstract sequential (AS), abstract random (AR), or concrete random (CR).

CS individuals are method organizers (Burtis, 1987, 1988). They tend to be creatures of habit who focus on useful, reliable results. They like to learn by rote and they prefer independent, hands-on work in a quiet classroom environment. They are good at remembering details and at meeting assignment deadlines. They have difficulty, however, with abstract topics, and they tend not to like group discussions or surprises. They may need to learn to be more tolerant of others' opinions, to set limits on their expectations, and to choose from a variety of options.

AS individuals are extremely solitary and goal oriented (Burtis, 1987, 1988). They tend to be highly verbal and they serve for intellectual recognition. They are avid readers (hence, their large vocabulary) who prefer to work alone in a quiet environment. They want their teachers to be the "experts" and they enjoy writing research papers based on critical analysis. They have difficulty, however, with group work and hands-on assignments. They may need to learn to experiment with open-ended problems, to accept criticism, and to place grades in perspective.

AR individuals are highly unstable (Burtis, 1987, 1988). They tend to have a natural curiosity, and they like to explore options. They enjoy group work and class discussion, and they are sensitive to others' feelings. They need a creative, writing, and other forms of artistic expression, and they can concentrate on more than one project at a time. They have difficulty, however, paying attention to detail, meeting assignment deadlines, and doing their best work for teachers they do not like. They may need to learn to concentrate on one task at a time, to work independently, and to react less emotionally to criticism.

CR individuals are independent and inventive (Burtis, 1987, 1988). They tend to be romantic and sentimental, and they have creative imaginations. They are constantly thinking of new ideas, and they make good group leaders. They are intuitive, impulsive, self-competitive risk takers who resist change and experimentation. They have difficulty, however, completing projects, meeting deadlines, and refraining from jumping to conclusions. They may need to learn to set priorities, to work in a controlled environment, and to keep detailed records of their work.

Although every learner has some capacity to learn within each of the concrete sequential, abstract sequential, abstract random, and concrete random learning styles (Gregorc, 1964), very few learners possess the flexibility to comfortably meet the demands of learning

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Learning Styles & Strategies / Oxford, GALEA 2003 Page 1

LANGUAGE LEARNING STYLES AND STRATEGIES:

AN OVERVIEW

Rebecca L. Oxford, Ph.D.

ABSTRACT. In "Language Learning Styles and Strategies," the author synthesizes research from various parts of the world on two key variables affecting language learning: *styles*, i.e., the general approaches to learning a language; and *strategies*, the specific behaviors or thoughts learners use to enhance their language learning. These factors influence the student's ability to learn in a particular instructional framework.

Introduction

Language learning styles and strategies are among the main factors that help determine how – and how well – our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term "L2" is used in this chapter to refer to either a second or a foreign language.

The readers of this book will be primarily in the field of English as a second or foreign language (ESL or EFL), and most of the studies in this chapter were conducted in ESL or EFL.

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methodology and materials, then the student is likely to perform well, feel confident, and experience low anxiety. If clashes occur between (a) and (b), the student often performs poorly, feels unconfident, and experiences significant anxiety. Sometimes such clashes lead to serious breakdowns in teacher-student interaction. These conflicts may also lead to the dispirited student's outright rejection of the teaching methodology, the teacher, and the subject matter. Now we move to the detailed discussion of learning styles.

Learning Styles

Ehman and Oxford (1990) cited 9 major style dimensions relevant to L2 learning, although many more style aspects might also prove to be influential. This chapter discusses four dimensions of learning style that are likely to be among those most strongly associated with L2 learning: sensory preferences, personality types, desired degree of generality, and biological differences.

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, **person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehman, 1996).**

Sensory Preferences

Sensory preferences can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation. For them, lectures,

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Donald R. Bacon & Steven W. Hartley

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scales were not acceptably reliable as originally published. It will be shown here that parts of each scale can be combined to develop a reasonably reliable composite scale.

Felder's Index of Learning Styles (ILS) is the result of initial work by Felder and Silverman (1988), and later work by Solomon and Felder (2000), which led to a learning style measure comprising four dimensions. The second dimension, visual vs. verbal, is particularly relevant here, and distinguishes between learners who prefer pictures, diagrams, or charts (visual) and learners who prefer written or spoken explanations (verbal). The second scale, Jester's Learning Style Survey (LSS), conceptualizes four distinct learning styles, two of which are relevant here. The first is the visual-verbal learning style. While **there is a visual-verbal learning style, it is not a continuum, but rather a dichotomy of two styles: visual-verbal and verbal-verbal.** Visual-verbal learners like pictures and diagrams, but they learn even more effectively when they write explanations for the material they are studying. Jester's second style, the visual-omnibal style, is more similar to Felder's visual style, wherein learners benefit from pictures and diagrams but do not benefit from verbal material.

The previous discussion provides the conceptual, empirical, and methodological basis for this study, suggesting that learning styles are related to learning outcomes, and that past scales may be improved to demonstrate stronger relationships. To test for a relationship between learning style and performance, the following hypothesis was generated:

Hypothesis 1: Relative performance on visual test items versus verbal test items is directly related to learning style.

In the first study of the present research, the best items from the ILS and LSS scales are used to form a combined Felder-Jester visual-verbal learning style measure. The combined scale is used to assess the relationship between learning style and student achievement as measured by traditional verbal questions and new visual questions. The study is described below.

STUDY 1

Secondary data available from Bacon (2004) were used to select which Felder and Jester items to combine to form a more reliable visual-verbal learning style scale. These data were collected from 176 undergraduates and included responses to Felder's ILS and Jester's LSS. Of particular interest were the 11 ILS items that captured a visual-verbal distinction, the eight LSS items that captured visual-omnibal distinction, and the eight LSS items that captured visual-verbal distinction.

Scale refinement began with the 11-item visual-verbal scale from the ILS because the scale was more reliable (Cronbach's α of 0.66) than the LSS visual-omnibal scale (Cronbach's α of 0.51) or the LSS visual-verbal (Cronbach's α of 0.51), and because the purpose of the present research is to contrast visual and verbal learners. Five items were then dropped from the ILS due to item-to-total correlations less than 0.3 (cf. Amos, 1974). The remaining six items (Cronbach's α of 0.68) formed the core of a new scale. The correlations between all 16 of Jester's items and the core of the new scale were then examined. Two items were found to have a correlation of at least 0.3; these were therefore added to the scale. The resulting eight-item scale had a reliability of 0.735, exceeding Nunnally's recommended cutoff of 0.70 (1978, p. 245).

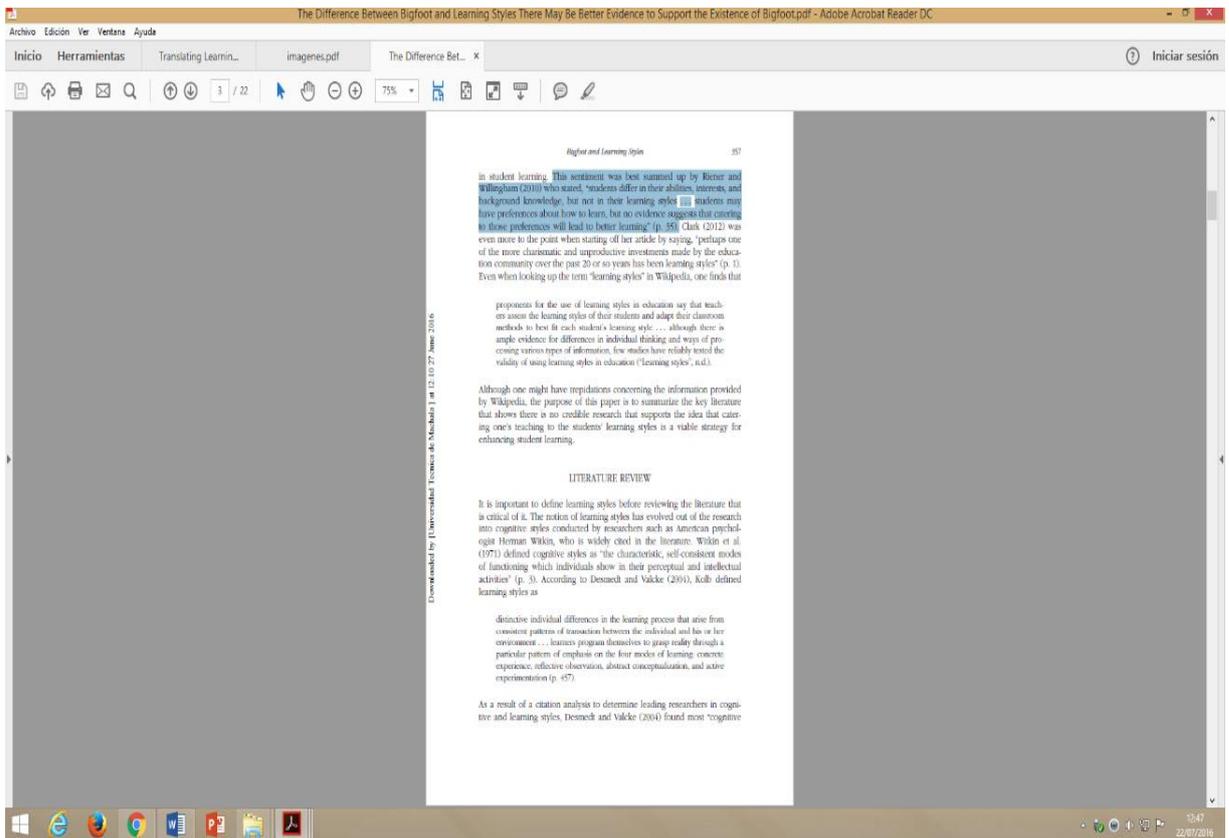
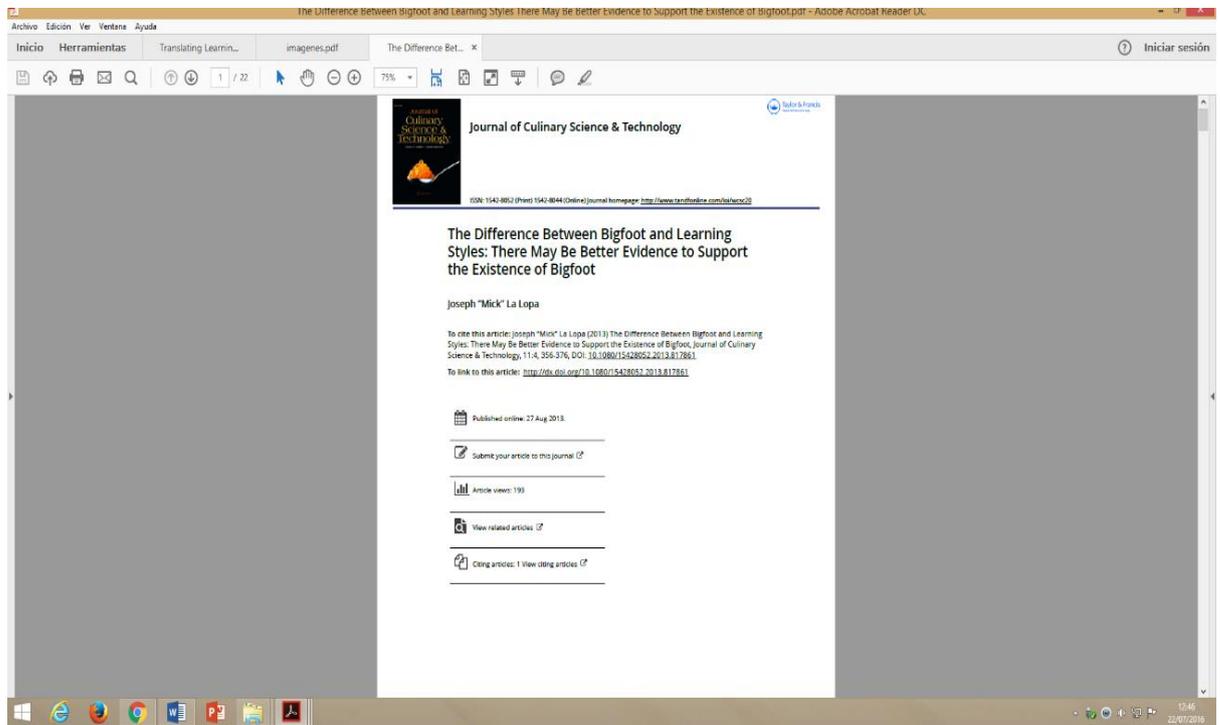
Primary Data

Primary data were collected in an Introduction to Marketing course at a mid-sized private university in the western United States. Students typically take this course in their second year, and most undergraduate students at the university are 18 to 22 years old. Several weeks into the course, the students were asked to complete the new eight-item visual-verbal scale (described above). The participants were not compensated. Student identification numbers were also collected to match learning style scores to test information. Among the 160 students who participated in this study, the Cronbach's α reliability of the visual-verbal scale, shown in Appendix 1, was 0.71 ($M = 1.85, SD = 0.50$).

A 100-question, traditional (verbal) multiple-choice final exam had been given in all sections of the Introduction to Marketing course for several terms. Previous research has found that multiple-choice items can capture much of the same information as short-answer questions, and the items may be more reliable on a post-hour-of-testing basis (Bacon, 2003). For this study, 25 of the 100 questions were changed to visual questions available from the test bank. The questions typically showed a figure or image from the text (Felder, Hartley, & Rudolph, 2011) followed by the standard, all-verbal, multiple-choice response format (see Figure 2). An effort was made to keep the topics of the questions the same. For example, a verbal

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Assessment preferences of preservice teachers: analysis according to academic level and relationship with learning styles and motivational orientation

Rafael García-Ros & Francisco Pérez-González

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R. García-Ros and F. Pérez-González

With regard to the first issue, some traditional studies (Erickson 1991) have shown that students' perceptions of the learning environment play a decisive role in how they approach their learning. In other words, the way students interpret the motivational context is a critical determining factor in understanding how they approach the teaching/learning process. Consequently, studying this variable can be a highly useful tool to improve educational practice. **Question: How do assessment preferences of preservice teachers vary according to their academic level and relationship with learning styles and motivational orientation?** This study investigated the relationship between these variables and the assessment preferences of preservice teachers. **Methodology:** A descriptive study was conducted with 100 preservice teachers from a university in Spain. **Results:** The study found that preservice teachers with higher academic levels and those with higher scores in learning styles and motivational orientation showed a preference for open-ended questions. **Conclusions:** The results suggest that preservice teachers' assessment preferences are influenced by their academic level and their learning styles and motivational orientation. **Keywords:** Assessment preferences, preservice teachers, learning styles, motivational orientation.

With regard to the second issue, the combination and use of 'innovative' assessment methodologies in the university have greatly increased in the past few years, with new assessment techniques being introduced, such as portfolios, self- and peer-assessment, and authentic assessment. These approaches have attracted and boosted the interest of educational researchers in understanding the relationship between these approaches and students' learning styles and motivational orientation (Blackwell, McLeod, and Brown 1997).

Finally, the third important issue is to select a specific content context: the content of the course is a key factor in understanding the relationship between assessment preferences and learning styles and motivational orientation. Research has repeatedly shown important individual differences in the motivational preferences of learners. Therefore, it is necessary to consider these preferences as an attempt to achieve better results and increase student satisfaction. In other words, in order to increase the quality of education, there is a need to evaluate and consider learners' preferences and orientations about learning, teaching and assessment methodologies (Gardner et al. 2000).

What do we know about preferences for assessment procedures?

Historically, research focused on analyzing how students perceive and rate different traditional assessment methodologies and formats, especially the objective formats such as multiple-choice tests, and the relationship between students' preferences and learning styles. Some of the basic conclusions of these studies pointed out that: (1) multiple-choice formats tend to require a superficial approach to learning, even though requiring a more in-depth learning approach in which more complex, but simply using open-ended questions on assessment tests, and (2) in general, multiple-choice formats are preferred by students as they are perceived as being less difficult than open-ended questions, and they produce less anxiety and greater experience of success (Gardner 1975).

Historical research also shows that, although with a superficial approach, portfolios and assessment techniques that are associated with this approach. While portfolios are still used in higher education, portfolios assessment methods also allow us to determine their level of understanding (Erickson and Tan 1993). Along these lines, significant interactions have also been found among students' preferences for assessment formats, capabilities, and motivational orientations, so that students with high capabilities and high efficacy for learning prefer open-ended questions, while students with low capabilities and low self-esteem prefer objective formats. Finally, students with low levels of self-efficacy also show positive attitudes and a greater preference for open-ended questions (Blackburn and Fildes 1998).

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Field of study, learning styles, and language learning strategies of university students: are there any relations?

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The present study aimed to investigate the possible relationships between field of study, learning style preferences, and language learning strategies among university students enrolling in the fields of arts and humanities, science, engineering, social sciences, and English as a foreign language. To this end, 70 university students completed the Foreign Language Proficiency Questionnaire (FLPQ) and the Strategy Inventory for Language Learning (SILL). The analyses revealed that there were no significant relationships between the learning styles of students and their field of study. However, the findings did reveal significant relationships between the choice of language learning strategies and field of study of students. In addition, significant relationships were found to exist between language learning strategies and learning styles. The findings have implications for both teaching learning strategies and LFL instruction.

Keywords: field of study, learning styles, language learning strategies, university students

Introduction

Individual differences in students have attracted considerable attention in recent years. Several studies clearly demonstrate the relationship between students' individual differences and their foreign and second language learning (e.g. Li and Qin 2010; Prabhu Jayoy and Kauravinda 2011; Cunniff and Pook 2005). Learning strategies and learning styles are among the main individual differences (Chen 2009, 2004; Fisher and Hernandez 1990) **define learning styles as "the manner in which individuals typically acquire, retain, and transfer information" (Baker, Bailey, Oroszko, and Daley 2006, 1106). Learning style may also deal with "a more or less consistent way in which an individual processes information" (Nasrullah and Anasir Sarab 2011, 122). Individuals applying diverse learning styles seem to be more successful in learning (Mubalik, Mohd Shah, and Ahmad 2009). Similarly, learning styles assist learners in dealing with difficulties and challenges in their lives (Bansayer 2004).**

One concept closely related to learning styles is language learning strategies. Whereas learning styles represent unidirectional, or automatic, individual characteristics, learning strategies are actions chosen by students that are intended to facilitate learning (Baker, Oroszko, and Daley 2006, 118). When learning strategies are compatible with students' learning styles, learning will be facilitated (Elamus, Leaver, and Oxford 2003). Because learning styles and learning strategies are regarded as influential factors in the

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Aaron Peeters & Viviane Robinson

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de las implicaciones para el desarrollo de estrategias de aprendizaje en países en vías de desarrollo.

Palabras clave: educación continua; aprendizaje de circuito simple; aprendizaje de circuito doble; crecimiento profesional

Self-study uses the study of personal experience and focuses research when it makes clear links between the self-study and a wider problem that has relevance to others (Chubbuck & Peeters, 2001). The wider problem that the self-study addresses is here to do with mistakes, particularly in the context of facilitating teacher change generally. We address mistakes in a number of ways: first, mistakes can be corrected in two ways. First, mistakes can be corrected by changing the action strategies that produced them. This is called single-loop learning. Single-loop learning questions the effectiveness of one action, without questioning why we chose that action in the first place. For example, a facilitator who provides negotiation about how to teach differently may suggest a number of ideas, intended to alter what that first one has been rejected. This is single-loop learning because the key question has been the key one, of that moment. In single-loop learning, another way mistakes can be corrected is by changing the assumptions and beliefs that produced the actions. This is called double-loop learning. Double-loop learning would involve, in this example, questioning the taken-for-granted assumption that, at that moment, giving advice is the best way to be helpful. Although many express double-loop learning, few can actually do it (Argyris, 2002).

Although many professional development programmes aim to improve teachers' practice, the development and evaluation of such programmes come down to identity or professional standards (Owen, 2006; Sitton & Korten, 2007). For such learning to occur, professional development facilitators may need to identify their own practice. It is commonly argued that teachers' continued reliance on one method in developing countries is due to inadequate resources, relative (Kochhar, Tyndale, Robinson, Sulek, & Zuluaga, 2002; Kretz, 2000) or training (Pattison, 2004). Our purpose in this article is to propose a different explanation, by arguing that the repeated failure of some programmes is attributable to the facilitator's inability to double-loop learn. We begin by outlining the barriers to double-loop learning and then describe how we possibly overcome these barriers through a process of self-study.

Barriers to Learning From Mistakes

In this section we use two examples from the self-study teacher education literature (Henry & Longman, 2002; Wulver, 2007) to identify how facilitators' beliefs and assumptions either enable or hinder double-loop learning.

Single-Loop Learning

In the sense used by Argyris and Schön, a mistake occurs when an action does not produce the desired consequence. Such mistakes are corrected by single-loop learning (Figure 1) when a new action strategy is used without questioning the beliefs and assumptions that guide the action's choice (Argyris, 2002). For example, if a teacher

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Jason M. Lodge, Louise Hansen & David Cottrell

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Modality preference and learning style theories: rethinking the role of sensory modality in learning

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(Received 27 July 2015; accepted 9 August 2015)

Learning styles have been widely accepted in pedagogical practice but suffer from a distinct lack of empirical support. While a diverse range of learning styles has been proposed, modality preference has received the most attention within educational research and practice. Support of this theory posits that each individual has a dominant sense and that when sense material is presented in this preferred modality, learning is improved. For the most part the theory has been discredited, however, it leaves open the question of exactly how sensory modality influences learning. The critical review identifies methodological limitations in previous research and provides a perspective from psychological science, which suggests the implausibility of modality preference as a basis for instructional design. To extend on the existing literature, an alternate position is presented regarding instructional effects on the dominant, lesser modality senses, but it remains for everyone in the same way depending on the nature of the learning activity.

Keywords: learning styles; modality preference; instructional design; cognitive style

The idea that each individual student has a particular learning style is one of the most resilient in all of education. A learning style is generally defined as an individual's preferred method of learning (Barnett & Wellington 2009), the most effective way to support student learning is by teaching to a student's learning style strengths. That individual learners have a preferred modality for learning and that catering to this preference leads to enhanced learning outcomes have been taken as an accepted truth about educational practice.

Learning styles, learning preferences and cognitive styles all refer to individual differences in predispositions for a particular approach to learning. A diverse range of learning styles have been proposed, of these, modality preference is the most widely cited within the learning style literature (Coffield, Moseley, Hall, & Ecclestone, 2004). Advocates of this approach propose that students all have a dominant or preferred sense and that learning is enhanced when activities and materials are specifically targeted to the preferred sensory modality (e.g., Bae & Wilson, 1982; Dunn, 1979; Dunn & Dunn, 1978, 1979). In order to illustrate the prevalence of this theory, Aze and Jenkins (1977) surveyed special education teachers and found that 9% believed that it was necessary to consider a student's modality preference. In a similar recent study, Howard-Jones (2014) found that 9% of teachers surveyed across five European and Asian countries maintain this belief. While there has been some evidence for educationally meaningful differences

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1990) Our results caution us, therefore, to be mindful of the words of Shindler (2005) who warns that:

research into teacher and student differences suggests that when teachers do nothing other than what they are prone to do, similar-typed students do better in their classes, enjoy the experience more, and are viewed more favourably by the teacher. Conversely, students who are less similar to the teacher by type are less successful, report liking the teacher and the class less, and even receive lower grades on average.

Shindler (2005) sees a solution to this firstly in the recognition of diverse learning styles and a systemic approach to acknowledging cohort diversity and, secondly, in common with much other research on the mechanics of pedagogic change in higher education teachers (Brookfield, 1996; McLean and Bullard, 2000; Milton & Lyons, 2003; Smyth, 1989) in teaching reform informed by self-reflection.

Other research has suggested that disciplinary teaching uniformity like that seen in our sample may exacerbate the problems of students who have learning styles that do not match their chosen discipline's teaching predispositions. Perry and Ball (2004) suggest that teacher discontinuity might result in better learning outcomes as a result of taking student differences into account through diverse course programming, and variation in teaching and assessment approaches and content delivery. Counteracting, as Shindler does, change in teaching to resolve such a mismatch, Perry and Ball (2004, p. 23) conclude that it is highly likely that teachers will continue to favour their cognitive dispositions "unless there is some structured intervention to broaden and further develop other ways of dealing with their professional practice."

Whether the likelihood that students are learning to learn as built environment academics rather than practitioners is a good outcome for the construction industry appears to be a moot point. According to Kobb and Kobb (2005), assimilating learners, like the majority of the sample design staff and their third year students, are more suited to academic research than to architectural practice. In order to consider whether this apparent mismatch is problematic it is worth differentiating "learning styles" from "cognitive skills." Cognitive skills can be described as – operations on and with knowledge. In contrast to learning styles, which can be described as – situation-specific cognitive skills (or what Kirschner et al. (1997) term learning competencies). This differentiation suggests that the learning of situation-specific research competencies is in no way exclusive of learning the cognitive skills and knowledge required of construction industry professionals. Indeed, the fact that built environment students' competencies are malleable to academic competencies, towards which they drift, suggests that these students will have little difficulty adapting to the fresh challenges of professional learning situations. Moreover, if a new generation of practitioners are, through innovation and knowledge dissemination, to change ingrained industry practices sustained by existing attitudes, then it could be argued that the ability of academics to shape the learning of their students to that suited to research is a positive advocacy for an academic construction education. Moreover, as existing attitudes in practice must constantly adapt to

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BEAM 75

subordinate the core intellectual work of writing—the work of interpretation, argumentation, and communication—to the work of research?

An Alternative Vocabulary that Emphasizes Use

If we want students to adopt a rhetorical perspective toward research-based writing, then we should use language that focuses their attention not on what their sources and other materials are (either by virtue of their genre or relative to some extraneous point of relevance) but on what they as writers might do with them.⁸ We should adopt terms that allow us to name, describe, and analyze the different ways writers use their materials on the page or, equivalently, the various purposes toward their materials that writers adopt. To this end, in my own teaching, I employ an alternative vocabulary that my students have dubbed “BEAM.” I still teach the standard classifications, but I also teach students to construe their materials in terms of the functional roles they play as background, exhibit, argument, and method.

Take the terms background and argument courses to refer to materials whose claims a writer accepts as fact or whose “facts” are taken as general information or deployed as evidence to support the writer’s own assertion. Writers regard their background sources as authoritative and expect their readers to do the same. Because writers sometimes treat information gleaned from their background sources as “common knowledge,” they may sometimes leave these sources uncited.

I use the terms exhibit and exhibit course to refer to materials a writer offers for explication, analysis, or interpretation. Materials used as background, argument, or method sources tend to be prose texts, but anything that can be represented in discourse can potentially serve as an exhibit. The simplest sort of exhibit is the example, a concrete instance offered to illustrate some more general claim or assertion. Examples often require little additional explication, but complex exhibits can demand extensive framing and interpretation. My term exhibit, I wish to emphasize, is not synonymous with the conventional term evidence, which designates data offered in support of a claim. Exhibits can lend support or claims, but they can also provide occasions for claims. Rich exhibits, however exhaustively they are examined and analyzed, will retain their “mystery” in Deane and Slatoff’s sense of the word. Understood in this way, the exhibits in a piece of writing work much like the exhibits in a museum or a trial. Good writers, like good curators and lawyers, know that rich exhibits may be subjected to multiple and perhaps even conflicting “readings.” They know they must do rhetorical work to establish their exhibit’s meaning and significance.

I use the term argument and argument course to refer to materials whose claims a writer affirms, disputes, refines, or extends in some way. To invoke a

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Responding to children's learning styles

Responding to children's learning styles

Melba Lúbia Cárdenas B.
Universidad Nacional de Colombia

Introduction

Learning styles research has given educators new directions for making changes in their classrooms. The single most widespread change has been to open classrooms to more than one approach to intellectual work. Different social groupings, alternative activities, more complex projects have all been introduced as attempts to create opportunities for students to use their various strengths in dealing with course material.

The purpose of this paper is first, to examine some theoretical principles which are considered essential to ensure success when responding to children's learning styles and second, to illustrate through some learning processes the way those principles can be put into practice in the primary classroom.

The activities I will use to illustrate the way we can respond to children's learning styles were piloted in a public school in Bogotá. It was observed that those processes help children learn language aspects as well as given topics of the primary curriculum.

1. What do we mean by learning styles?

Learning styles research is drawn out of studies about the psychological, social, and physiological dimensions of the educational process. It has yet to be precisely (or singularly) defined. Still, scholarly literature provides a range of working models that can help us deal with some of the mysterious terrain between teacher and learner.

To understand learning style models, we can begin by considering that people rely on personally constructed filters to orient their relationships toward the world. These filters are responsive to a variety of factors: age, experience, maturity, cognition, physiology, and so on. Since no one is capable of stretching endlessly between all of these filters, it seems obvious that each individual has a unique approach he or she uses to perceive, understand, and plan his or her interactions. Information theory, for example, explains how the world is rich in information and how people are selective of the information they perceive and believe. Our personal way of selecting can be described as our style. In a very real sense, we create our own personal point of view. Some people may tend to respond to auditory information more sensitively than to other kinds (say, iconic).

Richards and Lockhart (1994) refer to learning styles – also known as cognitive styles – as some of the views learners hold about language learning and language teaching. Cognitive styles have also been defined as characteristic cognitive and physiological behaviours that “serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe 1973, cited in Willis 1988: 40). Referring to this definition, Richards and Lockhart (1994: 59) add that “cognitive styles can hence be thought of as predispositions to particular ways of approaching learning and are intimately related to personality types”.

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As can be seen, cognitive style is usually described as a personality dimension which influences attitudes, values, and social interaction. Cognitive styles refer to the preferred way an individual processes information. Unlike individual differences in abilities which describe peak performance, styles describe a person's typical mode of thinking, remembering or problem solving. Furthermore, styles are usually considered to be bipolar dimensions whereas abilities are unipolar (ranging from zero to a maximum value). Having more of an ability is usually considered beneficial while having a particular cognitive style simply denotes a tendency to behave in a certain manner.

2. Types of learning styles

Underlying learning style research is the belief, verified by some studies, that students learn best when they can address knowledge in ways that they trust. For instance, if their orientation to the world draws theory from concrete experience, then they will learn best through doing rather than reflecting. In fact, we may not ultimately confirm knowledge until we have handled it in modalities we strongly trust.

Auditory learners will learn well through lectures; individual learners will gain knowledge from quiet reading. However, there are only two out of a broad array of preferences found among intellectually capable people. When learning experiences are limited to these modalities, students who rely on other styles are bound to be less successful. Lament classrooms are likely to inhibit one or more clusters of students whose preferred styles are not given the opportunity to be used (a problem that may be wrongly attributed to lower ability or motivation).

Various cognitive styles have been identified and studied over the years. The classification that follows is based on Willis (1994) who includes the “play element into the learning style typology”. Incorporating the play element adds meaning to the issue of applying learning styles in the primary classroom given the fact that children enjoy learning by playing. In the following sections, most styles will be briefly explained and illustrated through a series of processes that can be carried out in the English classrooms.

a. “Plays with Words” (Auditory)

We start with the child who loves to play with language, to tell stories and read and write. This learner is pretty good at remembering names, places, dates, and similar data. If we give this child an opportunity to hear, see and say words associated with the desired outcome, s/he will, readily, learn practically anything of interest to her/him.

b. “Plays with Music” (Musical)

This type of learner is always listening to music. This person excels at remembering melody, imitating the rhythms of life, and keeps perfect time. Therefore, this learner gets new information via melodies, musical notation, or rhythm as a critical aspect of the delivery system.

c. “Plays with Pictures” (Visual)

This learner is one who enjoys drawing, designing, and looking at pictures, slides, videos, and films. This learner is especially proficient at imagining, setting changes, doing puzzles, and reading charts and maps. Information is best absorbed by visualizing, using the “mind’s eye”, manipulating (cutting in some way) with pictures and collages.

