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THE MOTIVATIONAL ADVANTAGES PROVIDED BY CATERING FOR LEARNER´S SPECIFIC LEARNING STYLES IN THE EFL CLASSROOM

Diego López-Tassara

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DIEGO JESUS LÓPEZ TASSARA

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MENCIÓN EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

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APPROVAL

The thesis entitled, "The motivational advantages provided by catering for learner´s specific learning styles in the EFL classroom**"**, presented Diego Jesús López Tassara, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language**,** was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on _____ before a Jury with a following members

_____
President

_____
Secretary

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Informant

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ACKNOWLEDGMENT

To all who love to teach.

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INTRODUCTION

"Global interdependence and mass communication often require the ability to function in more than one language" (Pastor, 2011, p. 8). Furthermore, bilingualism is usually recognized as the sign of educated and cosmopolitan elite. Now more than ever in the globalized world learning a foreign language means being able to communicate ideas and be part of economic, educational and social processes that go beyond the social group they belong to. Because of these new ways of interaction, "nobody owns English anymore". (Crystal, 2003, p. 2). English is without a doubt expanding more and more in the world and that is proved by not only by the number of non-native English speakers we find in what Kachru (1980) would call the *outer* and *expanding* circle which encompass countries where English plays no historical or governmental role, but where it is nevertheless widely used as a medium of international communication (Harmer, 2007), but also in the growing number of educational programs offered in English around the world, the number of business transactions done using English as a lingua franca or even the amount of merchandising and marketing surrounding English speaking products. Because of the abovementioned facts.

> "English seems to have joined this list of basic skills. Quite simply, its function and place in the curriculum is no longer that of "foreign language" and this is bringing about profound changes in who is learning English, their motives for learning it and their needs as learners" as stated by Graddol (2007, p. 72)

This growing need to use English to communicate effectively in different contexts, deals with new issues which are emphasised and

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supported by the differences students present. For quite a long time, individuals were thought to be born with a certain intelligence or potential intelligence; this intelligence was difficult to change and psychologists and other professionals assessed one's intelligence (or IQ) using short answer tests, such as the time it takes to react to a flashing light or the presence of a certain pattern of brain waves. Such procedures determined who was smart and who simply was not. This paradigm changed in the 80´s with the help of authors such us Howard Gardner. With this change, a number of extra questions regarding intelligence, debated for nearly a century began to become even more important: Is there one intelligence or more than one? Can intelligence(s) be altered? Is intelligence inborn or acquired? It would take a brave seer to predict that these debates will disappear. Truth is that we humans, as a species, are better described as having a "set of relatively autonomous intelligences often called ***g*** for general intelligence" (Gardner, 1998 p. 19).

According to Groat and Montgomery (1998, p. 1), an underlying assumption in many of our teaching practices nowadays is that students are "empty vessels" and our role is to fill them with knowledge. Following this notion to describe the teaching-learning process surely reduces the options both teachers and learners have in and outside the classroom for vessels basically can be filled in one way and with specific content neglecting other options. The same authors cite Tiberius who states that the concept of "dialogue" is far more appropriate to describe the teaching process for it emphasizes "the interactive, cooperative, relational aspect of teaching and learning. (Tiberius, 1986, p. 148). Changing from one paradigm to the other, certainly presents itself as a rather complex task which changes habits in teaching and in general in the way teaching is understood.

We live in an age where knowledge becomes obsolete more quickly; the faster information becomes accessible through computer networks, the higher the need to increase lifelong learning and teaching models based on knowledge transmission and storage lose their functionality (Mara, 2010, p. 5). If we are not inclined to much self-reflection about our teaching practices, we are likely to continue to teach others the way we learn best, assuming that this will work for all students. (Montgomery and Graot, 1998, p. 2) That is why learning style theory becomes more and more efficient with time, because not only does it state that people are smart in different kinds of ways, but the

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theory also holds out hope that more students can be reached more effectively, if their favored ways of knowing are taken into account in curriculum, instruction, and assessment (Gardner, 2004). And providing different options to the student body constitutes a must in nowadays educational process for without a doubt student bodies are increasingly diverse. According to Montgomery and Groat (1998, p. 2) this diversity can affect classroom settings in many ways, including the diversity of learning styles.

The current educational philosophy all over the world emphasizes the importance of life-long learning (Tirri and Nokelainen, 2011, p. vii) Holistic approach to teaching and learning includes the whole learning profile of the learner with his or her multiple intelligences and personality. According to Malmivuori (2001, p. 59), beliefs and perceptions of self-constitute the most central cognitive feature or determinant behind students' personal understandings, interpretations, and self-regulation

Mara (2010, p. 6) cites Bonchis (2004) who states that "viewed broadly as a universal phenomenon in the life-like organisms is the process of acquiring learning experience with the purposeful behavior of individual adaptation. This way of understanding learning a second language brings to the table the socio-economic need to learn a language relying on the fact that in order to survive in this globalized world, we need to be able to understand and communicate ideas in languages spoken beyond the social and demographic area one belongs to.

This piece of research focuses precisely on elements related to how Peruvian teachers of English as a foreign language in an institute contexts, deal with teaching to students in a structured context and with specific content to cover. Teaching regardless of learners preferences has proved to be a task little rewarding and truly demanding since it cannot guarantee that the aims will be achieved and more importantly if learners will essentially learn, nonetheless, when both teachers and learners are committed, results are generally favorable.

In chapter I describe the problem found in the context described and in an institute context. The problem constitutes without a doubt an important element which ESL teachers mostly have to deal with since

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they are one of the main actors involved in the process. I briefly describe how learning has changed from paradigm to paradigm and how now MI theory composes a radical element in education of foreign language.

Chapter II constitutes a first attempt to describe and become more familiar with the concept of learning styles, its characteristics and how they are approached, only to later study further the concept of MI and the repercussions it has once specific strategies are applied. In this part, there is emphasis on the learning strategies used and even neglected when teaching bearing in mind the MI component.

In chapter III there is a description of the type of investigation that this work will constitute as well as a description of the instruments to be used to collect data and hypothesis. Additionally, reasons why the instruments will serve the investigation purpose will also be given. Chapter III constitute the heart of the investigation since instruments and their aims, variables and what the investigation is about are described. Three main instruments are used to gather data: a MI questionnaire which intends to discover a group of learners´ specific intelligences and learning styles to later adapt the teaching methods and strategies to their context. This MI questionnaire will constitute the solution to the problem and will be filled out by the learners of the experimental group. A second survey designed after the course was finished intends to gather data about learners' perceptions and opinions about how the course was carried out and to have a notion of levels of involvement and motivation. An exploratory survey which was filled out by 100 foreign language teachers from a local institute and which serve the purpose to get familiar with the perceptions and relationships teachers have with MI´s and finally a focus group with teachers of English as a second language from an institute context which will serve to collect further information about the teachers view MI in the foreign language classroom.

In chapter IV, the results of the investigation are presented. Furthermore, the results of class observation of both the control and experimental group are described. In the experimental group I focus on the results gotten once learners MI have been pointed out and the teacher has applied learning strategies and designed material that goes according to those preferred intelligences and the results gotten in the control group after the teacher chose the learning styles and learning strategies to use in class. Also teacher's views and perception about MI in the everyday

practice are explored and explained. This will be done using the data collected in both the survey and the focus group.

This paper is finished with conclusions reached after collecting data and analyzing the information gotten, proving the hypotheses. I also a number of recommendations will be offered. These recommendations target to 3 different groups, all involved in the learning-teaching process: teachers, learners and language schools.

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CHAPTER I

INVESTIGATION OUTLINE

1.1. Formulation of the problem

In what ways does catering for learner´s specific learning styles triggers the learning process in the EFL classroom?

This problem is quite common to find in the EFL classroom and therefore an important component to analyze. Knowing and acting upon this problem will contribute to improving lesson and make learning a more meaningful process.

1.2. Hypothesis

1.2.1. General hypothesis

Catering for different learning styles in the EFL classroom triggers the learning process

1.2.2. Specific hypothesis

- Teachers who dedicate time to discovering student´s learning styles create a better classroom atmosphere which supports acquisition.
- When learning styles, which suit student´s needs, are applied in the EFL classroom, the learning process is triggered.

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- If learners are aware of their own learning styles, the learning process is more successful.
- Students who do not get to decide what learning styles they can use in the classroom are more likely to be unmotivated.

1.3. Delimitation of the objectives

1.3.1. General objective

- To analyze the relationship of catering for different learning styles in the EFL classroom with success in language acquisition.

1.3.2. Specific objectives

- To identify which learning styles are more commonly used in the EFL classroom.
- To identify which learning styles are neglected in the EFL classroom
- To explain the ways the learning process is triggered by the use of different learning styles.
- To compare and to prove to what extend learners are aware of the different learning styles and the way they influence their learning

1.4. Justification of the investigation

Out of the many learning strategies applied in the EFL Classroom, there are some that are intrinsically essential for the learning process; one of them is to know about oneself. Knowing about one self's strengths and weaknesses is nowadays a common and even expected skill, which is asked for at the workplace, educational institutions and in everyday life, however, people´s individuality can be quite often neglected in the EFL Classroom. This is proved by all practices which have been the center of language learning throughout the years. Teachers have always been in charge of classes, students, curricula and teaching strategies, nonetheless until a few years ago, all those important elements had been neglected to a lower scale making the teacher and whichever method he decided was right, the paradigm to be used in the classroom, not allowing students individualities to be present in their learning. Because of that, it was not

uncommon to find language classes where the focus was only on form, not giving enough time to develop communicative skills, translating documents and with few additional resources which would enhance the learning process and making students learn in a way which does not necessarily suit them.

Teachers´ beliefs of what a class should be like, most of the time, determine the direction that will be taken in the class, leaving behind and unattended the different learning styles their pupils have, in other words, they potentially impose ways they belief the class should be taught. And while it is true teachers are the ones in charge of developing the class, it is also true that in these times involvement and participation are citizenship rights which cannot be neglected, particularly not in the EFL classroom which seeks to make people citizen of the world and have an active role in the multicultural and globalized world we live in.

Everybody has learning styles which they have acquire through the socialization process, at home and at school. Different learning styles represent different areas that are part of everyday life, but that are more present in an individual´s persona, which is why it is important to assess them and as teachers use that information to shape out teaching methods and chosen learning styles. Without a doubt, this represents quite a challenge, because we may have a class full of different learning styles and therefore it could be hard to meet and cater for everybody´s needs, nevertheless it is important to trigger the learning process by making each student feel part of the learning process in a dynamic and motivating way. Because of the abovementioned reasons, it is important to analyze the relationship of different learning styles with language acquisition in the EFL classroom for the outcome of that process and interaction will determine the level of acquisition a learner has achieved. Moreover, when a learner feels that he or she is part of the class there are greater chances of successful acquisition, condition that can be achieved when the right motivation is provided. This motivation sources and more importantly, empowerment of the student in and outside the classroom, play a decisive role in the learning process which should be taken into consideration. That is why this research aims to make noticeable the effect of using different learning styles in the learning process.

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Teachers need to be aware of the many academic, cognitive and personal options students have and apply the necessary strategies to help students be successful in their own terms. That is respecting the ways students learn and making sure all possible sources of input are taken into consideration when planning, executing and analyzing the lessons we teach.

For the reasons previously stated, this study, its research, results and recommendations are of paramount importance and current trend because, among other reasons, the role of student has changed over the years. No longer are the students´ interests, styles of learning and even feelings neglected. The student has become the center of the EFL classroom and therefore there has been a significant change in the way things are done. There is a growing need to emphasize this new trends and this piece of work aims to achieving that goal.

1.5. Limitations of the investigation

In order to carry out this research work, it would be tremendously necessary the participation of a number of language learners and EFL teachers since this research bases its notions in an institute context, the number of learners would depend greatly on the characteristics of the context. In both cases it would be necessary to interact with them and get them to be really honest about the learning/ teaching preferences, that is go deep in their subconscious. Let us remember that the way one acts and thinks says a lot about oneself and for a number of people opening up in such way could leave them in a vulnerable place. So the biggest limitation of this investigation is to have subjects, both teachers and students, speak freely and honestly about the preferences in the EFL classroom and their choices of learning strategies.

1.6. Antecedents of the investigation

Learning styles is a topic widely discussed academically by theorists and practitioners. One of the gurus in the topic is Howard Gardner who coined the term Multiple Intelligences (MI) and revolutionized the traditional way to teach and understand intelligence. Therefore his work will be of great importance in this investigation process. His work constitutes a paramount antecedent to a number of research work, books, magazine articles, curricula development, etc.

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Throughout the years there has been great evidence of the concern theorists and practioners have had about education. This evidence is represented in the advent of new paradigms which arise every certain time and change the perception people had about education causing the people involved in the process to change with it.

One of the latest changes of paradigm happened some 30 years ago. The fields of psychology and education were revolutionized when the now world-renowned psychologist Howard Gardner published his 1983 book *Frames of Mind: The Theory of Multiple Intelligences,"* which detailed a new model of human intelligence that went beyond the traditional view that there was a single kind that could be measured by standardized tests.

These different views of understanding education have been emphasized by different governments. In many European countries, such as Finland, education aims to support the development of the whole person rather than merely the cognitive domain (Finnish National Board of Education, 2003). This kind of education acknowledges the importance of social and affective domains in student development, including their emotional and spiritual concerns. (Tirri and Nokelainen, 2011, p. viii). Finland has vastly improved in reading, math and science literacy over the past decade in large part because its teachers are trusted to do whatever it takes to turn young lives around, that is applying learning strategies that suits their needs and more importantly challenges in a motivating way. The experience previously described represents a significant parallel to the Peruvian educational context, since there is a need to improve teaching-learning practices. Therefore, this work contributes significantly to the research since it process great changes can be achieved when the right strategies are applied.

The topic of learning styles has been widely studied throughout the world and has been subject of many pieces of research. In "*learning style preferences of preparatory school students at Gazi university*" Cevriye Günes (2004) aims to determine the learning styles of preparatory school students from Gazi University and examine the relationship between students' learning style preferences (LSP) and faculty students will study in, gender, proficiency level of English and achievement scores on

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listening, reading, grammar, and writing in the English Course. This work aims to identify learners acquired conditions of learning with future preferences. The instrument used was the Index of Learning Styles (ILS), and was administered to 367 randomly selected students. The results indicated that there was no significant difference between students' LSPs and faculty, gender, level and achievement scores. While geographically distant, this research exemplifies the need around the world to change learning contexts and paradigms and it shows how important it is to apply specific learning styles in teaching.

In "*A study of correlations between learning styles of students and their mathematics scores on the Texas assessment of academic skills test*", Rosalind Kopsovich (2001) intends to determine whether learning styles of students affect their math achievement scores on the Texas Assessment of Academic Skills Test. This study has specific academic purpose and seeks to measure and act upon a specific learning style. Nonetheless, it emphasizes the importance and influences of learning styles on specific fields and their potential success in them. The Pearson Product Moment Correlation coefficient and the Point-biserial correlation analysis was applied to the data collected from 500 fifth grade students attending a North Texas Intermediate school. Findings established that the learning style preferences of all students in the area of persistence significantly impacted their math achievement scores. Gender and ethnicity were mitigating factors in the findings. This research focuses not on learning a second language, but another academic subject, which serves the notion that learning is ultimately interconnected and share many similarities even if what is to be learned varies greatly.

In "*the relationship between learning styles and language learning strategies of pre-intermediate EAP students*" Tabanlıoğlu, Selime (2003) aims to identify the learning styles and strategies of students, to check whether there are significant differences in the learning style and strategy preferences between male and female learners, and investigate whether there is a relationship between students' learning style and strategy preferences. A total of 60 students were asked to complete two questionnaires. One was used to identify students' perceptual learning style preferences and the other was used to identify students' learning strategies. The data analysis of the first questionnaire revealed that students' major learning style preferences were auditory learning and individual learning. Furthermore, significant difference was found in the

preference of tactile learning between males and females. The analysis of the second questionnaire revealed that cognitive strategies were favored the most. No significant difference was found in the preferences of learning strategies between males and females

In the Peruvian context, Conde, (2006) in "*Relación entre estilos de aprendizaje, autoestima y rendimiento escolar en estudiantes de primer año de Bachillerato*" uses the Kolb learning styles inventory and the Coopersmith self-esteem inventory in 233 students of "Los Proceres school" in Santiago de Surco. Statistical analysis is used to reach results. Results showed higher tendency to the assimilating style in students of first year. Results also showed that the assimilating style is more frequent among girls and the diverging is more frequent among men. This research allows practitioners to have a wide view on the particular differences individuals bring to the classroom and how they should be taken into consideration in the classroom.

In "*Asertividad, necesidades cognitivas y rendimiento académico en estudiantes del VII y VIII ciclo de la E.A.P. de comunicación social e ingeniería de sistemas de la UNMSM*" Pari (2006) used descriptive tools and worked with 107 students of the career of Social Communication and 156 students of the career of System Engineering. The study showed that there is correlation between the variables of the study approving the general hypothesis. Furthermore, it showed that there are significant differences in regards of academic performance and cognitive need of the career or Social Communication against the career of System Engineering.

Such studies help support this work since it makes it obvious that learning styles and its relation with education in different fields, is a major concern in educational academic settings around the world. Furthermore, they all emphasize the need to identify, support and develop learning styles to fulfill academic goals. In this research case the academic goal to achieve relates directly to acquiring a L2, a teaching-learning process for which the correct and precise identification of learning styles is a must. In the Peruvian context learning English as a second language is a widespread academic activity. Nevertheless, there are few studies which support this need which is why this study is relevant. Just as the previous studies, this research has a chosen learning

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styles model. The model chose is that of Howard Gardner, the MI theory. It was chosen, because it is one of the most complete and also because it is the most widespread.

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CHAPTER II

THEORETICAL FRAMEWORK

Chapter II constitutes a crucial source of information as well as a necessary background to support the importance of identifying and targeting learning styles. We will have a historical as well as critical perspective in the field of second language learning. Doing so will help understand the way in which the field has been shaped throughout the years in regard to learning styles, the changes it has experienced and the results gotten based on action research and classroom management techniques. I will start by getting the reader familiar with concepts coined by several well-known researchers, then we will go through different styles and models which have arisen over the years. Finally, we will focus on the chosen model for this research: multiple intelligences. Once its background has been stated, I will analyze its relationship with motivation.

2.1. Learning styles definition

Despite the fact that is quite difficult to formulate a universally accepted definition of learning styles, there are several researchers who have tried to do so. Sims, R. and Sims, S. (1995, p. xii) state that there exists a confusing array of definitions of learning style, a term often used interchangeably with cognitive style or learning ability. Prior to the mid-1970s, researchers experimented with cognitive style; their definitions were different, but all were concerned with how the mind actually processed information or was affected by individual perceptions. After the early 1970s other writers and researchers developed varied

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definitions, models, instruments, and techniques for assessing individual learning characteristics. In some ways those models differed, but many revealed essential similarities and were mutually supportive. No matter how recent or extensive the definition is, there is no doubt that how a person learns is the focus of the concept of learning style. All these efforts to agree on a definition, set a numbers of principles and more importantly change the educational paradigm, obeyed the need practitioners and theorists have had to keep improving educational practices.

Out the many proposals, it can be concluded that many people prefer to learn in ways that are sometimes slightly different, and often extremely different, from how other people of the same age, class, culture, grade, religion, or nationality prefer to learn. How people prefer to learn is called their learning-style preference (Dunn and Griggs, 1998 p. 12) which influences the learning and socialization process greatly. Without a doubt, students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it (Pourhossein 2012, p. 105). As result of this interest, of our hereditary equipment, our particular past life experiences and the demands of or present environment, most of us develop learning styles that emphasize some learning abilities over others (Kolb, 1981, p. 56). Furthermore, Kolb states that it is while an individual grows and interacts with other members of society that he or she develops these abilities. Some students tend to focus on facts, data, and algorithms; others are more comfortable with theories and mathematical models. Some respond strongly to visual forms of information, like pictures, diagrams, and schematics; others get more from verbal forms--written and spoken explanations. Some prefer to learn actively and interactively; others function more introspectively and individually. (Felder, 1996) These differences is what makes each individual so unique and what makes the teacher´s job challenging in the classroom, however it is also what makes it so rewarding. It is part of an open and willing learning environment to boost differences in learning with the desire to help people learn efficiently and meaningfully.

Undoubtedly, providing students with effective instruction in an EFL classroom requires the understanding and awareness of the learners' individual differences such as language learning styles (Oxford & Ehrman, 1995, p. 39). Its importance lies on the fact that these "styles

and strategies are among the main factors that help determine how – and how well- our students learn a second language or a foreign language" (Oxford, 2001, p. 148).

Among the diverse personal differences, individual learners' learning style preferences provide valuable insights into the educational context. Therefore, it is crucial to provide different learning environments, such as individualized or personalized learning systems or environments according to the preferences of the learners and their learning styles, this contributes greatly to both creating a positive classroom atmosphere and empowering learners, making the learning process more appealing. The terms learning styles (LS) and cognitive styles have often been used synonymously, but Keefe (1987, p. 5) suggests that learning style is "a broader term that includes cognitive, affective and psychological factors". Furthermore, Keefe states that "learning styles are traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (1979, p. 4). Despite the notorious difference, it is relevant to know more about the elements which are part of learning styles. Keefe (1982, p. 5) describes cognitive styles as information processing habits of representing the learner's typical mode of perceiving, thinking, problem solving, and remembering. Affective styles refer to those motivational processes viewed as the learner's typical mode of arousing, directing, and sustaining behavior. Physiological styles are biologically-based modes of response that are founded on sex-related differences, personal nutrition and health, and accustomed reactions to the physical environment. Keefe, among others, helped theorize learning styles in such way that they became not a distant paradigm, but a resourceful way of learning which would result in positive teaching-learning experiences.

Other theorists have also cared to study the concept and implications of Learning Styles. Among other theorist and definitions we find:

James and Gardner (1993 p. 20) defined learning style as the "complex manner in which, and conditions under which, learners most efficiently and most effectively perceive process, store, ad recall what they are attempting to learn"

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Song and Oh (2011, p 135.) explain that "the concept of learning styles refers to the individual differences related to an individual's preference" (Joy & Kolb, 2009) and "preferred or habitual patterns of mental functioning and dealing with new information" (Oxford & Ehrman, 1990, p. 3). This is emphasized by Cronbach & Snow (1977, p. 45), who stated that "learning styles could be used to predict what kind of instructional strategies or methods would be most effective for a given individual and learning task". By following these concepts, that is trying to discover learner´s preferred ways of learning, the learning environment a learner is part of becomes a closer experience allowing learners to interact freely and take command of their learning experience.

Pallapu (2008, p. 4) cites Heffler (2001) who believed that "each individual´s learning styles has its strengths and weaknesses based on what has to be learned and how it should be learned" and Cassidy (2004) who indicated that " there is general acceptance that the manner in which individuals choose to or are inclined to approach a learning situation has an impact on performance and achievement of learning outcomes" Another important point to consider is that is "the characteristic strengths and preferences in the ways that learners take in and process information" (Felder, 1996).

Reid (1995, p. 4) defines LS as an "individual's natural habitual and preferred ways of absorbing, processing and retaining new information and skills". Brown (2000, p. 120) defines them "as the manner in which individuals perceive and process information in learning situations". He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another". This last concept allows the idea of what researchers and practioners have come to realize in the recent years, the fact that learning styles change seemingly according to one´s experiences, environment, motivation and tasks. All these researchers provide sufficient evidence that when learners are taught the way they learn there is greater chance to achieve the goals set. These evidences, creates a major need among teachers to first of all get familiar and trained in different ways learners learn, and also apply a set of different strategies to achieve those goals.

As it has been stated, the term 'learning preferences' has been used to refer to the conditions, encompassing environmental, emotional,

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sociological and physical conditions that an individual learner would choose, if they were in a position to make a choice.

Probably, the reason why there have been so many definitions throughout the years is because of the great concern about learning, which is one of the most important individual processes that occur in organizations, higher education, and training programs and everyday life. Learning is defined as a "relatively permanent change in an attitude or behavior that occurs as a result of repeated experience" (Kimble & Garmezy, 1963, p. 133). In everyday terms, it is supposed that "learning is the process of gaining more knowledge, or of learning how to do something – ride a bike, for example" (Pritchard, 2009, p. 1). No matter what is being learnt, each individual would attempt to learn it differently and very likely, he or she would believe it is right and very likely it would be right since it helps them achieve the academic goal which has been set for them.

As proved above, thorough the years there have been a number of definitions about learning styles which, although different, share the same key aspects that emphasize the individual uniqueness and intelligence when in need to solve a task. This proves that no matter how recent the definition is, and what terms researchers use to conceptualize it, they agree that it is a distinctive, consistent, and unique behavior which individuals develop to encode and react to learning environments. These behavior should be emphasized and catered for in the learning environment. "Students' perceptions of and beliefs about themselves as learners, together with their intertwined affective experiences of self in relation to all areas of the seven intelligences presented in Gardner's theory, are the primary dynamical aspects in their personal learning processes" (Tirri and Nokelainen, 2011, p. vii). This notion set clear the main purpose of learning styles and how they work in and outside the classroom.

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2.1.1. Characteristics

Since there are a variety of definitions each author provides, it would be of tremendous help to sum up a key set of characteristics to learning styles which enrich the topic. Among the main characteristics mentioned by authors, we find:

- Oxford (1990, p. 57) suggests that Learning Styles provide evidence of the character of "consistent learning and behavior patterns that learners develop".
- Sims and Sims (1995, p. xii) state that "everyone has a learning style".
- Cardenas (2008, p. 136) states that "some researchers suggest that there is a range of "mobility" in which learners can adapt to a given situation". That is learning styles are not static, instead learners can change and act according to the situation, the input given and the expected result".
- Just like Cardenas (2008), Dunn & Griggs (1998, p 65.) state that learning styles change as individuals grow older Students' learning styles undergoes transition between elementary and middle school, and between middle school and secondary school. They continue to change in college and during adulthood
- Kolbs (1981, p. 286) states that "each of us develops a unique learning style, which has both strong and weak points". However he also states that "these types should not become stereotypes"
- Reid (1995, p. 6) believes that "language learners have preferred learning styles, and they use specific language learning strategies to acquire a language".
- Oxford (2003, p. 54) states that "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, 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.

- Ehrman (1996, p. 18) mentions that "few if any people could be classified as having all or nothing in any of these categories".
- Following the "mobility" notion supported by several authors, Brillinger (2003, p. 40) states that "It is now an accepted fact that learning styles vary".

All of these characteristics contribute to understanding learning styles, how they work and what it offers to the world of ESL.

2.1.2. Aspects associated with learning styles

In the process of learning a language particularly a second language, there are many factors including age, gender, motivation, intelligence, anxiety level, learning strategies and language learning styles that determine the academic success of learners (Sharp, 2004), elements which shape learning styles. An example of this is stated by Kirsi Tirri and Petri Nokelainen who cite Reis (1998, p. 187-214) who states that generally "males outperform females in mathematics and science" and the reason why some girls do not succeed in mathematics is not any lack of ability or effort; it's simply that girls are not expected to succeed in these areas. The author concludes that "a great deal of stereotyping and prejudice affects girls and boys in their studies".

It is significant to mention as well that "students' self-perception of their own abilities becomes a key factor in educating high ability students. (Tirri and Nokelainen, 2008, p. 207) This fact becomes particularly important if we consider that people of any sex, age or preferred way of learning can achieve any academic goal if taught the way he or she learns. Every individual is different and those differences are expressed in the way they prefer to learn. This presents quite a challenge in the classroom for all those differences have to be taken into consideration while teaching. The more the teacher knows about this aspects, factors and patterns, the more prepared he or she would be to cater for the student´s needs. Those patterns, according to Keefe (1979, p. 4), serve as relatively

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stable "indicators of how learners perceive, interact with, and respond to the learning environment"

In the article Language Learning Styles And Strategies: An Overview (2003), Rebecca Oxford 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.

2.1.2.1 . 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 to obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. In contrast, *auditory* students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. They sometimes, however, have difficulty with written work. *Kinesthetic* and *tactile* students like lots of movement and enjoy working with tangible objects, collages, and flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room.

2.1.2.2. Personality Types

Another style aspect that is essential for L2 education is that of personality type, which consists of four strands: *extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving*. Personality type (often called psychological type) is a construct based on the work of psychologist Carl Jung. Ehrman and Oxford (1989, p. 3) found a number of significant relationships between

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personality type and L2 proficiency in native-English-speaking learners of foreign languages.

a) ***Extroverted vs. Introverted***.

By definition, extraverts gain their greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. Extraverts and introverts can learn to work together with the help of the teacher. Enforcing time limits in the L2 classroom can keep extraverts' enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extraverts.

b) ***Intuitive-Random vs. Sensing-Sequential***

Intuitive-random students think in abstract, futuristic, large-scale, and nonsequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, sensing-sequential learners are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. The key to teaching both intuitive-random and sensing-sequential learners is to offer variety and choice: sometimes a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students.

c) ***Thinking vs. Feeling***

Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily –even though they might secretly desire to be praised themselves. Sometimes they seem detached. In comparison, feeling learners value other people in very

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personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Though they often wear their hearts on their sleeves, they want to be respected for personal contributions and hard work. L2 teachers can help thinking learners show greater overt compassion to their feeling classmates and can suggest that feeling learners might tone down their emotional expression while working with thinking learners.

d) Closure-oriented/Judging vs. Open/Perceiving

Closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called "perceiving." They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners dislike deadlines; they want to have a good time and seem to soak up L2 information by osmosis rather than hard effort. Open learners sometimes do better than closure-oriented learners in developing fluency, but they are at a disadvantage in a traditional classroom setting. Closure-oriented and open learners provide a good balance for each other in the L2 classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled L2 teachers sometimes consciously create cooperative groups that include both types of learners, since these learners can benefit from collaboration with each other.

2.1.2.3. Desired Degree of Generality

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. Global or holistic students like socially interactive, communicative events in which they can emphasize the main

idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information and they feel free to guess from the context. Analytic students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and the analytic student have much to learn from each other. A balance between generality and specificity is very useful for L2 learning.

2.1.2.4. Biological Differences

Differences in L2 learning style can also be related to biological factors, such as biorhythms, sustenance, and location. Biorhythms reveal the times of day when students feel good and perform their best. Some L2 learners are morning people, while others do not want to start learning until the afternoon, and still others are creatures of the evening, happily "pulling an all-nighter" when necessary. Sustenance refers to the need for food or drink while learning.

Quite a number of L2 learners do not feel comfortable learning without a candy bar, a cup of coffee, or a soda in hand, but others are distracted from study by food and drink. Location involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs. L2 students differ widely with regard to these environmental factors. The biological aspects of L2 learning style are often forgotten, but vigilant teachers can often make accommodations and compromises when needed.

As stated before, what makes a student unique in the classroom is what is around him or her. Unfortunately, this recognition has not always been accompanied by the development of adequate teacher knowledge and skills for dealing with individual differences in classroom settings. It is

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often difficult for teachers to apply the concepts to instructional design because in some cases it is not clear what each variable is referring to. (Christison, 2010, p. 75) As a potential solution to this problem, it is suggested that teachers apply different kinds of strategies to identify learner's way of learning and be open to having to deal with different kinds of learners. While it might be difficult to deal with such situation, it can also be greatly rewarding and enriching to all members involved. Hopefully this process will result in an enriching experience which would lead to boosting preferred ways of learning and even discovering new ones.

2.2. Learning Styles Models

Through the years there have been a number of researchers who have cared about learning styles. Their research resulted in a number of learning styles models which, although similar in function, vary in form. Despite the different points of view, approaches and categories included in each one of them, they all share a desire to acknowledge different kinds of styles of learning. Coming up next, I briefly present information about the most notorious learning styles models.

2.2.1. Reid´s Model

Reid (1987, p. 89) mentions that research has demonstrated that learners have four basic perceptual learning channels (or modalities):

1. Visual learning: reading, studying charts
2. Auditory learning: listening to lectures, audiotapes
3. Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation
4. Tactile learning: "hands-on" learning, such as building models or doing laboratory experiments

Just like the emphasis on the many characteristics of learning styles, there has been a major concern about how a learner learns. Consequently, just like the many characteristics of learning styles, the lack of consensus of one model brought up a number of classifications:

2.2.2. Perceptual Learning Style Preference Model

Reid (1995) has developed learning style model and instrument called *Perceptual Learning Style Preference Questionnaire* (PLSPQ) particularly for learners of foreign language based on how students learn best using their perceptions: visual, auditory and kinesthetic preferences and also two social aspects of learning: group and individual preferences.

- Visual: Visual students like to read and obtain information from visual stimulation. These learners prefer using pictures, imageries, and spatial perceptions.
- Auditory: Auditory students are comfortable without visual input and learn from unembellished lectures, conversations, and oral directions.
- Kinesthetic: kinesthetic students like lots of hands on movement and enjoy working. They favor using body, hands, and tactile sense.

Social Learning Styles

- Group (interpersonal): They favor learning in groups or with other people.
- Individual (intrapersonal): They prefer to work alone and to be a self-reader.

This model constitutes a simple way of processing information and acting on it. It allows both learners and students, to easily identify learning styles and apply necessary strategies to be successful in learning.

2.2.3. Kolb´s model

The next model is a bit more complex in understanding but truly extensive in reach. Kolb (1984) calls the four styles: the Converger, Diverger, the Assimilator and the Accomodator. “In this model the concept of experiential learning explores the cyclical pattern of all learning from experience through reflection and conceptualizing to action and on to further experience”.

(Karthigeyan and Nirmala, 2013, p. 135). Next, a brief explanation of the four types of learning.

1. ***Converger´***s dominant learning abilities are Abstract Conceptualization and Active Experimentation. Their greatest strengths lie in the practical application of ideas. These persons organize knowledge in such a way that, through hypothetical-deductive reasoning, they can focus it on specific problems.
2. ***Divergers*** have the opposite learning strengths from those of the convegers. They are best at concrete experiences and reflective observation. Their greatest strength lies in imaginative ability. Persons of this type perform better in situations that call for generation of ideas, such as "brainstorming" sessions. Divergers are interested in people and tend to be imaginative and emotional.
3. ***Assimilators´***s dominant learning abilities are abstract conceptualization and reflective observation. Their greatest strength lies in the ability to create theoretical models. They, like the convergers, are less interested in the use of theories. It is more important that the theory be logically sound and precise. As a result, this learning style is more characteristic of the basic sciences and mathematics than of applied science.
4. ***Accomodators*** have the opposite strengths from those of the assimilators. They are best at concrete Experience and Active Experimentation. Their greatest strengths lie in doing things, in carrying out plans and experiments and becoming involved in new experiences. They tend to be risk-takers more than persons with other three learning styles … persons of this style tend to excel in situations that call for adaptation to specific immediate circumstances.

Abd Sabariah, Kasma Mohd and Alice Alim in What is my Learning Style Preference? (2013) summarize a number of models:

2.2.4. Mind Styles Model

The Mind Styles Model classifies four major learning types (Gregorc, 1985):

(a) ***concrete Sequential****:* Students with this learning style prefer order, logical sequence, following directions, certainty and getting facts. They perform best in a structured learning environment, relying on others and applying ideas in pragmatic ways. They cannot work well in groups,

(b) ***Abstract*** *Random:* This group of students performs best in a personalized environment and able to work in groups, and they cannot learn in stressful environment and accept criticism even though it is a constructive criticism,

(c) ***Abstract Sequential****:* Students with this learning style like people to listen to their points; they prefer to analyze situations before making decision and prefer logic explanations. These students can work alone because they cannot work with people of differing opinions and easily feel bored with repetitive tasks, and

(d) ***Concrete Random****:* This group of students experiments to find answers; they take risks and use their intuition to solve problem. They learn best in competitive and autonomous learning environment.

This model encompasses a series of theories suggesting systematic differences in individual´s natural or habitual pattern or acquiring and processing information in varied learning situations.

2.2.5. Myers-Briggs Type Indicator

Developed by Isabel Briggs Myers and Katherine Cooks Briggs, the inventory is based on Carl Jung´s concept of archetypes. Myers-Briggs Type Indicator categorizes students according to their preference, namely:

(a) introversion- interest on concepts and ideas,

(b) extroversion- interest on actions, objects and people,

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(c) sensing- perceive quick, real, practical facts of experience and life,
(d) intuition- perceive possibilities, relationships, and meanings of experiences,
(e) thinking- make decisions objectively and impersonally,
(f) feeling make decisions subjectively and personally,
(g) judging- act in a planned and decisive way, and
(h) perceiving- act in spontaneous and flexible way.

Students with different type of preferences are likely to respond differently in different teaching styles. Myers (1962) indicated that the instrument was based on the theory that different individuals learn differently by using different but effective problem solving techniques. For example, extroverts prefer to work in groups, whereas introverts prefer working alone; sensors prefer concrete learning experiences and clearly defined objectives and they dislike theories; intuitors prefer instructions based on understanding concepts, and they dislike memorization of facts, rote substitution and repetitive calculations; thinkers prefer logical and organized presentations of course material and feedback related to their work; feelers enjoy being with people who have a good relationship with them and those who appreciate their efforts; judgers, on the other hand, prefer well-structured instructions with clear goals and objectives; whereas perceivers prefer to have choice and flexibility in their tasks and dislike rigid timelines.

2.2.6. Keirsey Temperament Sorter

The Keirsey Temperament Sorter model, groups students' characteristics (Keirsey, 1998, as cited in Putintseva, 2006) into:

(a) *Idealists:* Students can sometime become leaders, and often speak according to their imaginations.
(b) *Guardians:* Students carry out tasks and actions with caution and careful preparation. They believe in rules and regulations.
(c) *Rational:* Students are able to organize and plan, invent and configure operations. They are capable and practical.
(d) *Artisans:* Students have natural talent for all the arts, e.g. fine arts, dramatic, athletic, military, political and financial arts.

They make free, spontaneous actions for quick and effective results.

This model emphasizes action in doing. It allows teachers to propose activities which allow learners to actively engage learners in the learning process.

2.2.7. Felder and Silverman Learning Style Model

In their article "Learning styles based on the different cultural background of KFL learners in online learning" Song and Oh (2011) briefly explain the Felder and Silverman Learning Style Model, which they used to apply their research:

In the Felder and Silverman Learning Style Model, there are four dimensions: perception (sensing/intuitive), input (visual/verbal), processing (active/reflective), and understanding (sequential/global). These dimensions are explained in the following:

1) the processing dimension: people who have an *active* style like being involved in the outside world and enjoy testing in many ways (e.g. discussing and commenting), while people who have a *reflective* style like observing, working, and manipulating information;
2) the perception dimension: people who have a *sensing* style appreciate events, data, and experiments, while people who have an *intuitive* style relish principles and theories;
3) the input dimension: people who have a *visual* style take pleasure in drawings, graphs, flow charts, and times tables, while people who have a *verbal* style like words and sounds;
4) the understanding dimension: people who have a *sequential* style like procedures, while people who have a *global* style value seeing the whole picture.

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2.2.8. Gardner´s Model

Gardner's model identifies three types of LSP (Gardner, 1985), namely:

1. Visual learners - need to see teachers' body language and facial expression to grasp fully the content of the lesson, prefer visual displays and will take detailed notes to understand information,
2. Auditory learners - prefer verbal lectures, discussion, and listen to what others have to say,
3. Tactile /kinesthetic learners - learn best through a hands-on-approach, and have the difficulty to focus for long periods and can get easily bored.

This model constitutes and early version of the MI model of learning which was later developed.

2.2.9. McCarthy and Gardner McCarthy

In addition, McCarthy and Gardner McCarthy (1990, p. 145) categorized four learning styles, namely:

1. innovative learners (they enjoy social interaction, work as a team and want to make the world a better place),
2. analytic learners (they develop intellectuality while learning, are tolerant and thoughtful),
3. common sense learners (they prefer finding solutions, value useful things, are kinesthetic, practical and undemanding),
4. dynamic learners (they process information from different sources, and are enthusiastic and adventurous).

2.2.10. The Dunn and Dunn learning-style model

In their *book Multiculturalism and Learning Style* (1998) Rita Dunn and Shirley Griggs state that The Dunn and Dunn learning-style model is based on the following tenets:

1. Learning style is a biological and developmental set of personal characteristics that makes the identical instructional

environments, methods, and resources effective for some learners and ineffective for others.

2. Most people have learning-style preferences, but individuals' learning-style preferences differ significantly.
3. Individual instructional preferences exist, and the impact of accommodating these preferences can be measured validly.
4. The stronger the preference, the more important it is to provide compatible instructional strategies.
5. Accommodating individual learning-style preferences through complementary educational, instructional, teaching, and counseling interventions results in increased academic achievement and improved student attitudes toward learning.
6. Given responsive environments, resources, and approaches, students attain statistically higher achievement and attitude test scores in congruent (matched) rather than dissonant (mismatched) treatments.
7. Most teachers and counselors can learn to use learning styles as a cornerstone of their instructional and counseling programs.
8. Most students can learn to capitalize on their learning-style strengths when concentrating on new or difficult academic material.
9. The less academically successful the individual, the more important it is to accommodate learning-style preferences

2.3. Multiple Intelligences

Out of the many learning style models presented, it can be concluded that they share a similar origin and form. And while there are many learning style models and all of them contribute to improving teaching practices catering for learner’s needs and interests. Although all the mentioned models offer many possibilities the model chosen for this research is the one suggested by Howard Gardener.

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2.3.1. Definition of intelligence

In a traditional way Intelligence is defined "as the ability to answer items on tests of intelligences". Multiple intelligences, on the other hand, expand the traditional concept and it is based on a radically pluralistic view of the mind "recognizing many different and discreet facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles" (Gardner, 1993, p. 33) Later he writes: "an intelligence is a psychobiological potential to process information so as to solve problems or to fashion products that are valued in at least one cultural context" (Gardner, 1998, p. 20)

There has been a long path for this new way of understanding intelligence to flourish and be accepted. Gardner mentions:

> …from outside of psychology, commentators like Walter Lippmann (1976) challenged the kinds of items used to assess intelligence, contending that intelligence was more complex and less fixed than the psychometricians had proposed. From within psychology, scientists questioned the notion of a single overarching intelligence (Gardner, 1998)

As he stated in his 1998 work: to proceed from an intuition to a definition to a set of human intelligences, he developed a set of criteria. These criteria were drawn from several sources:

- psychology: the existence of a distinct developmental history for a capacity; the existence of correlations (or lack of correlations) between certain capacities;
- observations of unusual human beings: individuals who were prodigies, idiot savants, or who exhibited learning disabilities;
- anthropology: ethnographic records of how different abilities are developed, ignored, or prized in different cultures;
- cultural studies: the existence of symbol systems that encode certain kinds of meanings;
- the biological sciences: evidence that a capacity is represented in particular neural structures; evidence of a distinct evolutionary history for a particular capacity.

One of the advantages this model offers is that it has been updated by extensive research. To the seven initial intelligences, in 1995, invoking new data that fit the criteria, he added an eighth intelligence—that of the naturalist. This eight intelligences consists on "the ability to make consequential distinctions among organisms and entities in the natural world"

He also proposed three distinct uses of the term "intelligence x":

- A property of all human beings (All of us possess these 8 or 9 intelligences)
- A dimension on which human beings differ (No two people—not even identical twins possess exactly the same profile of intelligences)
- The way in which one carries out a task in virtue of one's goals (Joe may have a lot of musical intelligence but his interpretation of that Bach partita made little sense to us)

2.3.2. The field of multiple Intelligences

The theory of multiple intelligences (MI theory, as it has come to be called) makes two strong claims:

- The first claim is that all human beings possess all intelligences.
- The second claim is that, just as we all look different and have different personalities and temperaments, we also exhibit different profiles of intelligences.

Modern times emphasize the uniqueness of people. Every individual builds up a personality based on what is around them through the socialization process. No two individuals, not even identical twins or clones, have exactly the same amalgam of intelligences, foregrounding the same strengths and weaknesses. This is because, "even in the case of identical genetic heritage, individuals undergo different experiences and also seek to distinguish their profiles from one another". (Gardner, 1998, p. 19).

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This is not different in a class. Every student is different. They bring in the classroom a background of experiences, knowledge, likes, dislikes and learning styles and as stated by Mckeachie, (1994, p. 156) "if we really want to get our message across, we need to orchestrate "the material" in a muli-faceted way across the range of students learning styles"

An important development in our understanding of how learning proceeds was the publication of Howard Gardner's work on what he has called 'multiple intelligences':

> He describes a picture of a set of different intelligence strengths, including areas such as linguistic, mathematical, physical and more, which we all have in different proportions, giving each of us a different profile of intelligences which will affect the way in which we approach problems and the ease with which we might understand new ideas according to how they are presented. (Prtichard, 2009)

In recent years, the language-teaching profession has also embraced his interpretation of the multiple intelligences model as a learning style model for curriculum and materials development. Gardener´s *Multiple Intelligences Theory* suggests that every individual possesses several unique forms of intelligences in different levels. Howard Gardner initially proposed eight intelligences. Amstrong (2010, p. 6-7) briefly describes some characteristics of each one of them:

a. **Verbal (linguistic)**. The capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meaning of language, and the pragmatic dimensions of practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform) and metalanguage (using language to talk about itself)

b. **Visual / spatial**. The ability to perceive the visual-spatial world accurately and to perform transformations upon those

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perceptions. This intelligence involves sensitivity to color, line, shape, form, space and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.

c. **Musical**. The capacity to perceive, discriminate, transform and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody and timbre or tone color of a musical piece. One can have a figural or "top-down" understanding of music a formal or "bottom-up" understanding or both.

d. **Body-kinesthetic**. Expertise in using one´s whole body to express ideas and feelings and facility in using one´s hands to produce or transform things. This intelligence includes specific physical skills such as coordination, balance, dexterity, strengths, flexibility and speed as well as proprioceptive, tactile and haptic capacities.

e. **Logical – mathematical.** The capacity to use numbers effectively and to reason well. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions, functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation and hypothesis testing.

f. **Intrapersonal**. Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one´s strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understating, and self-esteem.

g. **Interpersonal**. The ability to perceive and make distinctions in the moods, intentions, motivations and feeling of other

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people. This can include sensitivity to facial expressions, voice and gestures; the capacity for discriminating among different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way.

h. **Naturalistic**. Expertise in the recognition and classification of the numerous species- the flora and fauna- of an individual´s environment. This also includes sensitivity to other natural phenomena and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers and CD covers.

All of these learning possibilities contribute to improving teaching practices and provide learners with several opportunities to learn efficiently and meaningfully.

Sherow (2006, p. 123) states that "the implication of the theory is for learning to be focused on each individual´s specific intelligence (MI theory), Gardner sought to broaden the scope of human potential beyond the confines of the IQ score". Armstrong (2010, p. 23), states that "Gardner seriously questioned the validity of determining intelligence through the practice of taking individuals out of their natural learning environment and asking them to do isolated tasks they´d never done before- and probably would never choose to do again". Instead, Gardner suggested that intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting.

Approaching Multiple Intelligences may present itself as a challenge, however, as teachers we have to cater for all students' needs and student's different learning styles. By doing so we acknowledge that intelligence is not only a category that can be tested through tests or particular indicators, but through a number of tasks which may not have one single answer.

Teachers have to apply different techniques in the same class to make sure every learning style is catered. If a student does not learn the way we teach, we should teach the way they learn. Doing so presents a challenge in the classroom management area for not

only do we need to prepare material that appeals and interests all kinds of students, but we also need to dedicate some time to finding out what kind of intelligence our students have. All this process may be time-consuming just like challenging, but can result into great achievements.

2.3.3. Identifying learning styles in the classroom

"Learning is as natural as rest or play. With or without books, visual aids, inspiring trainers, or classrooms, adults will manage to learn". (Sims, R. and Sims, S, 1995, p. 2). However, as stated before, individuals have such unique patterns for learning new and difficult information that it is hard to judge accurately how to teach anything academically challenging without first identifying how each student learns. "Once learning styles have been identified, instructors can estimate the processing approach (es), method(s), and sequence(s) of perceptual exposures to resources that are likely to make learning relatively comfortable for each person". (Dunn, R and Griggs, S, 2000, p. 19). "Educators must have more knowledge and understanding of the learning process, particularly how individuals learn. This will help them immensely in both the design and implementation of teaching that enhances learning". (Sims, R. and Sims, S., 1998, p. 1). This rather remarkable task may seem as long and tedious; nonetheless, it brings great benefits in the classroom. Furthermore, it constitutes a great responsibility of teachers for they are the ones who have to make sure learners are given plenty of opportunities for learning and applying what is being learnt.

Learning style is the way in which each person begins to concentrate on, process, and retain new and difficult information. Concentration occurs differently for different people at different times. It is important to know many things about individual's traits to determine what is most likely to trigger their concentration, energize his or her processing style, and intervene to increase long-term memory (Dunn and Griggs, 1998, p. 14). Doing so certainly helps not only trigger the learning process itself, but also motivates learners in such way that any potential harmful perception about oneself change.

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Bentz (1974, p. 215) stated that "understanding how students learn is an important part of selecting appropriate teaching strategies" Therefore, it is vital for instructors to be aware of the wide variety of learning styles. The instructor must be cognizant of the implications of individual learning styles and integrate appropriate responses into the teaching or instructional design and environment (Sims, R. and Sims, S, , 1995, p. 21). This also improves the teacher´s job and role for he becomes more accessible to students, helping create a bond in and outside the class, not only with students, but with is being learnt.

While much has been written about learning styles, many higher education instructors and trainers still do not realize that students vary in the way that they process and understand information or attempt to respond to those differences in their pedagogical efforts. Identifying a student's learning style and providing appropriate instruction in response to that style can contribute to more effective learning. "Information about certain of these characteristics can also help faculty become more sensitive to the differences that students bring to the classroom" (Wooldrigde, 1995, p. 50). Being able to identify and apply specific strategies constitutes and necessary core skill among teachers.

Information about certain of these characteristics can also help faculty become more sensitive to the differences that students bring to the classroom. As Doyle and Rutherford (1984, p. 20) point out,

> "the wide popularity of proposals and programs for matching learning styles would seem to have two sources. First, the logic underlying the approach is compelling. Learners differ in a wide variety of ways and these differences are likely to influence how they respond to and benefit from a given instructional method or program. . . . Second, the approach seems to offer an intelligent and practical framework for the organizational problems of dealing with diversity among students" (p. 20)

> The importance of identifying learning styles is proven on the fact that research on second/foreign language acquisition has proved again and again that language learners not only have

> different learning styles, which may be affected by many factors including their cultural background, but also that students' learning style preferences can and do require different teaching approaches, techniques, and activities in order for these students to optimally learn the target language (Reid, 1995, p. 34)

"Most students do correctly identify their learning strengths, particularly when an element is strongly preferred or rejected" (R. Dunn, 1984, p. 11). This characteristic is highly influenced and catered in L2 for furthermore, identifying the learning style preferences of nonnative speakers may have wide-ranging implications in the areas of curriculum design, materials development, student orientation, and teacher training (Reid, J, 1987, p. 88) Since learning styles play a crucial role in the learning process, lecturers should not neglect the importance of choosing the appropriate teaching method. Once lecturers become aware that students learn differently they will determine students' learning styles and try to accommodate for them. This is particularly important and beneficial in L2 for learners need not only to learn, but to break away from pre-conceived notion of how to learn or even fight stereotypes in learning. This happens especially among adult learners.

"When there is a mismatch between students' learning style and teachers' teaching style, students will do poorly in examinations, become inattentive in class, lose interest on the course and in the worst case scenario, students can even drop out from school" (Felder, 1996) Most of students are uninformed about their LSP, and if they are not given the chance to identify them, they are most likely fail to start learning in new approaches. By knowing their learning style preference, students will become aware of their strengths and weaknesses in learning which then can be used to overcome problems encountered in learning. It is also very essential for instructors or lecturers to reveal their students' learning style so that they are aware of it. Thus, learning style preferences plays an important role in the learning of a language.

Howard Gardner (2004) in a reflective article states the differences he finds between his own MI theory and the way learning styles has been adopted and triggered by many researchers

and educators. He breaks away from this concept, mainly because of two problems:

> First problem: the notion of "learning styles"' is itself not coherent. According to him, "those who use this term do not define the criteria for a style, nor where come from, how they are recognized/assessed/exploited styles "This presents a disadvantage to fully understand how one would act based on each case"
>
> The second problem he mentions is that "when researchers have tried to identify learning styles, teach consistently with those styles, and examine outcomes, there is not persuasive evidence that the learning style analysis produces more effective outcomes than a "one size fits all approach."

Later (2011) he states that "the concept of intelligences was often conflated with that of learning styles; in fact, an intelligence (the power of a computer) is not at all the same as a style (the way in which one allegedly approaches a range of tasks)".

2.3.4. How to work with MI

According to Gardner, (2011) "an educator convinced of the relevance of MI theory should 'individualize' and 'pluralize."

> By *individualizing*, he means that "the educator should know as much as possible about the 'intelligences profile' of each student for whom he has responsibility; and, to the extent possible, the educator should teach and assess in ways that bring our that child's capacities. By *pluralizing*, he meant that the educator should decide on which topics, concepts, or ideas are of greatest importance, and should then present them in a variety of ways. Pluralization achieves two important goals: when a topic is taught in multiple ways, one reaches more students.

By doing so, the educator opens doors of possibilities for learners who otherwise may not be successful at learning the language. Both individualizing and pluralizing have to be done in a contextualized manner so it integrates learners and does not neglect any of them.

2.3.5. Benefits

Great research has been made in observable elements of the classroom: Interaction patterns, TTT, STT, however, Tsui (2001, p 121.) states “that more recently researchers have begun to question analyses of classroom processes based only on the observable”. It was felt that the 'unobservable' in the classroom - such as teachers' and learners' psychological states, including beliefs, attitudes, motivations, self-perception and anxiety, learning styles and cultural norms - play an important part in shaping classroom interaction” This observation and claim becomes stronger if we consider that in the same group people with different knowledge, learning styles and intelligences interact and if all of them reach agreement and learn how to negotiate, results can be great.

Malcolm Knowles (1973, p. 23), among others, points out that “understanding how a person learns is a major requisite for a successful educational program”. It is important to understand the way students learn because it helps to improve their performance (Abd Rahim et al, 2013, p. 38). Knowing about learners learning styles can trigger the learning process and make it more efficient. Moreover, it allows developing metacognitive strategies which allow the learners to engage in an autonomous learning process that goes beyond the restraints and limitations of the classroom. As stated by Keefe (1987, p. 18) “It opens the door to personalizing education thus takes a step towards learner autonomy”. The above mentioned allows the teacher to be help learners achieve goals more efficiently.

As for the learner, Ngeow (1999, p. 303) summarizes three main benefits:

1) Learners who are conscious of their LS make better use of their learning opportunities.
2) Learners learn better when they are provided with learning opportunities that enhance and extend their learning preferences.
3) Learners work better with new LS when they are given guided opportunities to practice them.

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Researchers and practitioners use learning style research with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning. Learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of learners, as well as to an awareness of the need to differentiate materials, not only by level of difficulty but also by learning style. Once learners become actively engaged in their own learning process, they develop a sense of being in control. This has been shown to improve self-esteem and motivation. A learner's awareness of learning preference and an understanding of the learning process, as well as metacognitive engagement, can lead to improved learning outcomes. (Pritchard, 2009, p. 42).

For Sims, R. and Sims, S (1995, p. xi) effective teaching and training cannot be limited to the delivery of information; rather, it needs to be based on a model of minds at work. Effective instructors are those who understand the importance of involving all of their students in learning how to learn. Effective learning occurs when instructors affirm the presence and validity of diverse learning styles and maximize the climate or conditions for learning in and out of the classroom through the deliberate use of instructional design principles that take account of learning differences and increase the possibilities of success for all learners.

By learning about the learning style preferences of learners, teachers put themselves in a far stronger position when they come to the task of planning learning approaches and classroom activities that are most likely to take advantage of pupils' individual learning styles, which will in turn help them to achieve their learning goals. (Pritchard, 2009, p. 51). Helping learners learn the "easy" way for them helps improve the lessons and create meaningful learning.

2.3.6. Cultural Differences

The cultural element is an important factor of the learning process and it is even more important if we consider that "It is important to recognize that culture is critical when defining an

individual". (Dunn, R. and Griggs, S., 1998, p. 38). Culture refers to "the set of ideas, beliefs, assumptions, and norms that are widely shared among a group of people and that serve to guide their behavior" (Goodenough, 1973, p. 35). Moreover, "different cultures express different attitudes toward teachers, education, and what comprises valuable learning Dunn and Griggs" (1998, p. 9). Students from different cultural backgrounds interact and communicate differently based on the norms they were taught from their home cultures. And, this inherited and learned cultural behavior is unconsciously revealed in the ESL/FL classroom. The social and educational environment they are born in creates a specific need for specific types of strategies which quite often, does not allow the learning process to flow. Teachers have to face a difficult situation when this happens for they have to help learners change the cultural beliefs and be open to other sources and ways of learning.

A culture's values, the opportunities it provides to individuals, and each student's interests, talents, and learning style contribute to the development, maturation, and expression of intelligence. Cultural values influence the socialization practices of all ethnic groups, which, in turn, affect how adolescents prefer to learn. (Dunn and Griggs, 1998, p. 38). These cultural differences and characteristics shape individuals and this fact is shown in the classroom. English teachers are viewed as world citizen for they help bring cultures together, therefore, these differences in learning styles preferences are to be taken into consideration in the classroom

2.4. Motivation as part of triggering leaning styles

Gardner (1998, p. 22) states that "most of MI work is well-intentioned and some of it has proved quite effective in motivating students and in giving them a sense of involvement in intellectual life". Learners who are motivated are more willing to engage in the learning process actively and be able to use what they are learning. Learning

styles have a great effect on people because it motivates them and helps them make learning a satisfying process.

"Motivation is an internal state that arouses us to action, pushes us in certain directions, and keeps us engaged in certain activities. Motivation determines the extent to which we show what we've learned; it also affects whether and in what ways we process the information we receive". (Ormond, 2012, p. 461) In L2 learning motivation plays a key role, for without it, it would be tremendously difficult to master the target language. Let us remember how L1 and L2 are acquired for Patel and Jain (2008, p. 41): "to learn first language we need not to motivate the child, he is internally motivated and he acquires first language. To learn second language students are given systematic practice, it means he is motivated to learn second language. Without motivation he cannot learn second language". The notion of learning style is deeply related to that of motivation. Learners whose needs are targeted are more motivated and therefore have more chances to be successful in their learning.

For Ormond (2012, p. 427) motivation consistently reveals itself through its effects on behavior and learning:

1. It directs behavior toward particular goals.
2. It increases effort and energy in pursuit of those goals.
3. It increases initiation of and persistence in certain activities, even in the face of occasional interruptions and frustrations.
4. It affects cognitive processes, such as what learners pay attention to and how much they think about and elaborate on it.

She describes two types of motivation;

Extrinsic motivation exists when the source of motivation lies outside the individual and the task being performed.

In contrast, **intrinsic motivation** exists when the source of motivation lies within the individual and task: The person finds the task enjoyable or worthwhile in and of itself.

Both of these types of motivation are present and influence greatly the process and outcome of learning.

Cook (2008, p. 137) states that "motivation in L2 learning, has mostly been used to refer to long-term stable attitudes in the students' minds". Furthermore, she describes types of motivation in particular integrative and instrumental motivation, introduced by Robert Gardner and Wallace Lambert:

- The ***integrative motivation*** reflects whether the student identifies with the target culture and people in some sense, or rejects them. The more that a student admires the target culture – reads its literature, visits it on holiday, looks for opportunities to practice the language, and so on – the more successful they will be in the L2 classroom.
- ***Instrumental motivation*** means learning the language for an ulterior motive unrelated to its use by native speakers – to pass an examination, to get a certain kind of job, and so on

In traditional learning environments students learn by listening to the teacher or reading assigned material so there is very little if any involvement. Later their knowledge is tested through a test. "Everyone is expected to learn in exactly the same way that everyone else learns" (Goodlad, 1984, p. 87). In situations like the one described there is evident lack of excitement and emphasis on individuality, not allowing learners to apply their own strategies to learn. Let us not forget that "if a teaching style does not match students' learning styles to some degree, instruction may be perceived as boring or incomprehensible, and students are less motivated" (Hanson – Smith, 2001, p. 109). Such situations, would very likely result in poor result.

As mentioned by Niederhauser (1997, p. 28) "students …. often fail to reach their full potential as English learners due to low motivation" Internal or external factors are always highlighted as the causes for students' failure to perform in the foreign and second language classroom-- mainly affect students' motivation to learn the languages (Sabariah et al, 2013). However, between the two external factors, such as learning environment, materials used, teachers' teaching styles play a major role as they are the determinants for the ups and downs of the internal factors (Bandura, 1993, p. 123) which once again emphasize the important role of the teacher, not as the only provider of information and

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knowledge, but as the element that connects two cultures, provide resources and help exploit learning styles.

Motivation varies with interest and the degree to which the teaching matches the student's learning-style preference and although some people may learn without using their learning-styles preferences, students achieve significantly better when they do, rather than when they do not, capitalize on their preferences. (Dunn and Griggs, 1998, p. 10) Moreover, once we have learned how to do something, motivation is largely responsible for whether we continue to do it. In the classroom learners are almost always motivated in one way or another. This is an attribute we have to take advantage of. In general, teachers should never question whether their students are motivated. Instead, they should try to determine in what ways their students are motivated. (Ormond, 2012, p. 427)

2.5. Applying Learning Strategies

People who are good at languages might tackle L2 learning in different ways from those who are less good, or they might behave in the same way but more efficiently, these depends greatly on learning styles and motivation whether it is intrinsic or extrinsic. (Cook, 2008, p. 113). As students become more independent in their learning, a number of learning strategies are applied to help trigger the learning process. As stated by Nunan (2004, p. 34) there is growing evidence that an ability to identify one's preferred learning style, and reflect on one's own learning strategies and processes, makes one a better learner". Nunan describes learning strategies as "the mental and communicative processes that learners deploy in mastering a second language". For Ghani (2003, p. 31), learning strategies are procedures, employed by the learners, in order to make their own language learning as successful as possible and "these strategies can facilitate the internalization, storage, retrieval, or use of the new language".

Considering that learning styles are the broad approaches that each learner brings to language learning or to solving any problem (Oxford, 2001, p. 167) it seems obvious the connection between these two concepts. Learning styles help develop a number of strategies that trigger the learning process.

Everybody has a learning style that has to be identified in the classroom. There is quite an important role in this process of the teacher, who is the one who has to identify and trigger those learning styles, however it is not the teacher solely who has such important duty, for students also have to realize and come to aid the process of developing strategies . Once this is done, the mastery and knowledge of one´s learning style allows to engage in process such us learner's autonomy through developing a number of strategies which trigger this process. Oxford (2001, p. 166) states that "all language learning strategies are related to the features of control, goal-directedness, autonomy and self-efficacy" however, using learning strategies does not instantly propel language learners to attain such goals. They are usually fulfilled by aiming for smaller short-term language goals - or proximal subgoals linked to specific language tasks.

Oxford (2001) summarizes the following strategies:

2.5.1. Cognitive strategies

Cognitive strategies help learners make and strengthen associations between new and already known information and facilitate the mental restructuring of information. Examples of cognitive strategies are: guessing from context, analyzing, reasoning inductively and deductively, taking systematic notes and reorganizing information.

A different theory of language learning is the tapestry approach (Scarcella and Oxford, 1992), which reflects work of Vygotsky. Vygotsky emphasized that learning occurs in interaction with other people (social learning), especially with the help of a 'more capable other', often a teacher. The teacher provides scaffolding, or assistance given to the learner, which is gradually pulled away when the learner no longer needs it (Williams and Burden, 1997). In these approaches teachers can help students develop cognitive learning strategies (known as higher thinking skills), such as analyzing, synthesizing and reasoning. Cognitive strategies usually involve hypothesis testing, such as searching for clues in surrounding material and one's own background knowledge, hypothesizing the meaning of the unknown item,

determining if this meaning makes sense and, if not, repeating at least part of the process.

2.5.2. Mnemonic strategies

Mnemonic strategies help learners link a new item with something known. These devices are useful for memorizing information in an orderly string (e.g. acronyms) in various ways; examples are: by sounds (e.g. rhyming), by body movement (e.g. total physical response, in which the teacher gives a command in English and learners physically follow this) or by location on a page or blackboard (the locus technique). Theoretical and empirical justification exists for separating mnemonic strategies from cognitive strategies. In contrast to cognitive strategies, mnemonic strategies do not typically foster deep associations but instead relate one thing to another in a simplistic, stimulus response manner. Even with their limitations, mnemonic strategies are often the first step in learning vocabulary items or grammar rules.

2.5.3. Metacognitive strategies [1]

Metacognitive strategies help learners manage:

(1) themselves as learners,
(2) the general learning process and
(3) specific learning tasks.

Compensatory strategies for speaking and writing

Compensatory strategies for speaking and writing help learners make up for missing knowledge when using English in oral or written communication, just as the strategy of guessing from the context while listening and reading compensates for a knowledge gap. Compensatory strategies (or communication strategies) for speaking include using synonyms, circumlocution and gesturing to suggest the meaning. Compensatory strategies for

[1]For further information on metacognitive strategies refer to Learning Styles and Metacognitivism

writing encompass some of the same actions, such as synonym use or circumlocution.

2.5.4. Affective strategies

Affective strategies include identifying one's feelings (e.g. anxiety, anger and contentment) and becoming aware of the learning circumstances or tasks that evoke them. However, the acceptability or viability of affective strategies is influenced by cultural norms. Some cultures do not encourage individuals to probe or record their own feelings in relation to learning. Negative attitudes and beliefs can reduce learners' motivation and harm language learning, while positive attitudes and beliefs can do the reverse. Using the affective strategy to examine beliefs and attitudes is therefore useful for, e.g., learning any language, the native speaker, the teacher and the language classroom.

2.5.5. Social strategies

Social strategies facilitate learning with others and help learners understand the culture of the language they are learning. Examples of social strategies are asking questions for clarification or confirmation, asking for help, learning about social or cultural norms and values and studying together outside of class. Cognitive information-processing theory tends to downplay social strategies in favor of cognitive and metacognitive strategies; however, social strategies are nevertheless crucial for communicative language learning.

Cook (2008, p 115.) mentions another classification of learning strategies provided by O'Malley and Chamot (1990) within an overall model of L2 learning based on cognitive psychology. They have defined three main types of strategy used by L2 students:

1. *Metacognitive strategies* involve planning and thinking about learning, such as planning one's learning, monitoring one's own speech or writing, and evaluating how well one has done.

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2. *Cognitive strategies* involve conscious ways of tackling learning, such as notetaking, resourcing (using dictionaries and other resources) and elaboration (relating new information to old).
3. *Social strategies* mean learning by interacting with others, such as working with fellow students or asking the teacher's help.

2.6. Learning Styles and Metacognitivism

Teaching adults is definitely one of the most challenging tasks since we are facing not only multiple learning styles, but also different intelligences which constitutes a challenge since teachers have to cater to every student needs. On top of that, mixed ability classes are quite common, an element which could be as challenging as rewarding.

Nowadays, there is a major focus on learners autonomy which aims to share learning responsibilities. Language learners are now encouraged to learn to learn and therefore have become more aware of the learning process. As stated by Oxford (2001, p. 166) "autonomy requires conscious control of one's own learning processes". As a consequence, the learning process is now considered a more cognitive process which seeks language acquisition. In order to successfully acquire language students, now more aware of their own learning process, need to apply a number of strategies which can be considered part of procedural knowledge. There are a number of definition available all of them having in common the fact that are actions taken willingly by learners to try to achieve the communicative goal.

Strategies are applied by students and encouraged by teachers to boost the learning process. Although the used of these strategies is very often a conscious process which happens during negotiation of meaning, it could eventually become a natural process in which learners little by little internalize those strategies and used them to exchange meaning.

'Metacognition' refers to knowledge and thought about learning itself. It is proposed that if an individual learner is able to gain insight into their own thought processes and come to understand better the ways in which they learn then they are better equipped as learners and likely to make good progress at times when they might otherwise find learning less straightforward. (Pritchard, 2009, p. 4)

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Anderson (2002, p 99.) states that "metacognition can be defined simply as thinking about thinking". Furthermore, he states that it is the ability to reflect on what is known, and does not simply involve thinking back on an event, describing what happened, and the feeling associated with it. Metacognitive strategies involve both knowledge about learning (metacognitive knowledge) and control or evaluation over learning (metacognitive strategies). Metacognitive knowledge refers to knowledge of one's own cognitive processes.

Metacognition results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how learning is managed, and in strategies chosen for this purpose. In that sense, it is essential for a learner to, at certain point of his or her studies, be involved in such efforts to assure and trigger the learning process. Once a learner knows how he or she learns best a critical process occurs which not only engages the learners autonomously, but allows him or her to become responsible of their own learning.

"Strong metacognitive skills empower language learners: when learners reflect upon their learning, they become better prepared to make conscious decisions about what they can do to improve their learning". (Anderson, 2008, p. 99). Many poor language learners are not able to choose useful strategies and do not recognize when to incorporate these strategies into their learning endeavors very likely because of the poor knowledge about themselves and their own learning styles. Therefore, teachers are given great responsibility in the learning teaching process for they not only have to "teach" students, but also have to teach them how to learn efficiently, that is help them apply strategies that suits their learning styles to make the learning process more efficient and helpful. In order to accomplish such imperative goal, knowing about one´s learning styles seems mandatory.

Oxford (2001, p. 167) mentions that "several varieties of metacognitive strategies exist. One group of metacognitive strategies helps individuals know themselves better as language learners. Self-knowledge strategies include identifying one's own interests, needs and learning style preferences". Another set of metacognitive strategies relates to managing the learning process in general and includes

identifying available resources, deciding which resources are valuable for a given task, setting a study schedule, finding or creating a good place to study, etc. This set also includes establishing general goals for language learning. Language learning may be hindered if goals are unclear or in conflict.

Other metacognitive strategies also help learners deal effectively with a given language task, not just with the overall process of language learning. This set of metacognitive strategies includes, among other techniques, deciding on task-related (as opposed to general) goals for language learning, paying attention to the task at hand, planning for steps within the language task, reviewing relevant vocabulary and grammar, finding task-relevant materials and resources, deciding which other strategies might be useful and applying them, choosing alternative strategies if those do not work and monitoring language mistakes during the task.

2.6.1. Influences on strategy choice

According to language learning studies, many factors influence strategy use (Oxford, 2001, p. 170):

- *Motivation* was an important influence on strategy use, with greater motivation related to higher frequencies of strategy use.
- The *language learning environment* affected strategy use, with students in ESL environments using strategies more frequently than those in EFL environments.
- *Learning style and personality type* influenced strategy use.
- *Gender* has frequently been associated with strategy use; with some variation across studies, females usually report greater strategy use than males
- *Culture or national origin* had a strong effect on how students learn, according to general research (Hofstede, 1986) and language learning strategy research
- *Career orientation* also has an influence on strategy use, as reflected in major academic field or educational/career aspirations

- *Age* affected the kinds of strategies students reported, but even young children were able to identify and describe their language learning strategies
- The *nature of the language task* was an influence on strategy choice in many studies.

2.7. Assesing Learning Styles

As mentioned before, there is widespread recognition among English language teachers today that students learn differently, and the study of individual differences has attracted considerable attention in second and foreign language teaching and research (Christison, 2010, p. 75). This may present as troublesome is we consider that there are a number of teacher who teach students in groups rather than as individuals.

One way to optimize learning is through finding out a person's characteristic style of learning and then match the learning environment to the person (Dangwal and Mitra, 1999, p 61). The challenge for our schools and language centers today is to assess the learning style characteristics of each student and to provide teaching and counseling interventions that are compatible with those characteristics. That is to cater to different and specific learning styles of each student. Our style of learning, if catered, can result in improved attitudes toward learning and an increase in productivity, academic achievement, and creativity.

Diagnosing and interpreting learning styles provide data as to how individuals perceive, interact with, and respond to the learning environment. Knowledge of our own learning style makes us aware of counseling interventions that we tend to favor over others, thus accommodating some counselee whose styles are similar to our own and possibly alienating others whose styles are dissimilar. The starting point in teaching and counseling is to respond to the learning style needs of students, which implies knowledge of our own preferences and a conscious effort to expand our repertoire of counseling interventions and techniques to respond to student diversity. (Dangwal and Mitra, 1999, p. 62) Not all strategies are equal: some are inherently more effective than others, and some more appropriate in particular contexts of learning or

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for individuals with differing aptitudes and learning styles (Saville-Troike, 2006, p. 91).

One way to achieve the above mentioned goal is through scaffolding. It is particularly important to guide students in their goal of acquiring a foreign language in the early stages of learning and on. The fact that the roles of teachers have changed throughout the years is obvious. We no longer spoon-feed our students everything they need to learn. Instead, a number of new techniques which seek to help learners discover the language trough communicative tasks are applied.

In order to do so, it is important to "provide contextual support for meaning through the use of simplified language, teacher modeling, visual and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003, p. 345). All of this refers to the term "scaffolding". Scaffolded lessons optimize student learning by providing a supportive environment in which learning autonomy is also fostered. This technique is expected to be reduced gradually.

This theoretical background constitutes a rather important source of analysis for the research since it proves that it is a relevant topic which even up to these days presents a problems which needs to be given an efficient solution. This need is highlighted by the current Globalization process which requires people to become world citizens. Chapter II constitutes a resourceful way of learning about learning styles, the many models that have been shaped throughout the years, their link with motivations and learning strategies. Without a doubt, a number of processes which greatly influence learning and that allow the process to be more efficient. Now in chapter III, I will lay out the design of investigation as well as the instruments necessary to find a solution to the problem presented.

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CHAPTER III

METHODOLOGY OF THE INVESTIGATION

Chapter III constitutes the heart of this piece of research since it sums up the efforts to discover, explain and critically analyze the effect of discovering and targeting learning styles in learners of English as a second language. I will state the investigation type I will follow as well as the design of the investigation, the population and instruments to be applied to prove the hypothesis. All of these elements will serve to prove the hypothesis and work on the conclusions of the research.

3.1 Investigation type

This investigation will take a part of quantitative and qualitative type. This decision has been made on the fact that we are dealing with quantitative aspects such us the how many people prefer one specific learning style or the other, but it mainly focuses on how students and teachers perceive learning styles, how they feel connected to certain methodological aspects in the classroom and how those aspects or the lack of them, positively or negatively influence their learning. By having a qualitative study options of having a holistic approach to the problem and solution are triggered and it brings us closer the main element of investigation and teaching practices. The layout of this work is a result of a hypothetical – deductive outline. It is focused on observation samples of English students of the basic level at Idiomas Católica, a language school in Lima. It implies statistics analysis and data analysis which will be collected through surveys aimed to teachers. Both the class

observation and the focus group seek to deduct results in order to be interpreted accordingly.

The usage of descriptive and inferential statistics is implied. Finally, because of the abovementioned aspects, it is important to choose one model of learning style having been selected the MI theory by Howard Gardner.

3.2 Design of the investigation

This investigation is of mixed design since it focuses on both qualitative and quantitative aspects. It will focus on action investigation which is characterized by its ambiguous and heterogeneous nature and which seeks improvement in the educational practice in an institute context that is with specific content to cover and with time restrictions to do so. The main motivation for this investigation lays on the fact that learning styles is quite a crucial element in the learning process which can boost or bring down an individuals´ desire or need to learn a second language.

By applying the MI questionnaire to the experimental group, I will collect relevant information which will help decide on the strategies to use in class and which will be based entirely on the answers provided by the students enrolled in the mentioned group. By applying the survey and later having the focus group with teachers, I will gather important data about the teacher's perception of learning styles and how the teaching-learning process can be improved. Furthermore, by talking to teachers about their ideas of learning styles and how they apply those ideas in relation to their students I will gather important data that will be essential to analyze the learning style-student-teacher relationship.

3.3 Population and study sample

3.3.1 Universe

The investigation takes place at a Language school in Lima, Perú. It is an academic unit from PUCP. Idiomas Católica has 4 branches located in Pueblo Libre, San Isidro, Chacarilla and Camacho and nearly 10000 students every month. The main levels taught are basic, intermediate and advanced and advanced students

reach a C1 level according to the **CEFR.** There are different schedules which target different audiences. In the mornings it is very likely to find adults among them, university students and young professionals, while in the evening its main population is school students and young adults. Each class has anywhere between 4 to 24 students.

3.3.2 Population

In this study there are two main populations: Teachers and students.

- By students we refer to those enroll in classes and who are learning English as a foreign language. The students belong to the basic level and study English from Monday to Friday for two academic hours. Most of them are college students from PUCP who need English in order to graduate from college. On top of this need, they are aware of the importance of speaking English for the professional lives.

- In the teacher section we include those who are in charge of the class. They have curricula to teach and have to stick to a monthly plan based on specific content and apply certain strategies and techniques to achieve the class goals. These strategies and techniques are mainly communicative for developing communicative competence is the main aim of the language program. Their academic background in varied and does not always finds its foundation in the education field.

3.3.3 Samples

Samples refer to the group of a population's extracted cases, selected in this case by some specific decisions.

In this investigation different instruments will be applied and the samples would be made up of 22 students in the control group and 22 students in the experimental group. In this particular case, the sample is made up of 22 students in each group because I am

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trying to determine what goes on in a specific classroom and under specific conditions.

Having a larger sample would require to work with more than one group at the time and therefore the conditions would greatly change since the strategies used, material designed and even the way of assessing students would be modified, furthermore, the way students interact with each other, the teacher, the content of the course and the strategies used, would also change. Because of this, the sample is made up of the number of students that generally enroll in a class at this language school.

Since there are around 250 teachers at Idiomas Católica, 50 % of teacher population will be asked to fill in a survey and 7 to 9 teachers will participate in the focus group.

3.3.3.1 Survey

a) The learning styles questionnaire will be filled out by students in experimental group. This MI questionnaire represents the main solution to the problem previously stated. There are around 20 students in each classroom. The aim of the questionnaire is to find out how learners feel about learning styles and which their preferred learning styles are. This result of this information changes depending on the students enrolled in the class. That is why every group may offer a different answer. Questionnaire 1 will constitute of "The Multiple Intelligences Profiling Questionnaire VII" which is a five-point Likert scale (Likert, 1932) self-rating questionnaire that is based on Howard Gardner's Multiple Intelligences (MI) theory

b) Survey 2 will be filled out by teachers. 100 teachers will be asked to fill it out. The aim of the survey is to find out how teachers relate to their students preferred learning styles in their teaching. The main aim for the survey is to collect data to later apply and contrast in the focus group.

c) Survey 3 will take place after class observation. The target group is learners of both the control and the experimental group. The survey will take the form of a Likert scale which intends to measure learner's motivation and involvement with their classes. The survey will be designed following observable notions during class observation.

3.3.3.2 Focus group

The main population of the focus groups is teachers and it aims to collect and exchange points of view about teacher's perception of learning styles and how they work and relate to them in the teaching process.

3.3.3.3 Class observation

Since this investigation is of experimental design, there will be two groups of learners, one control and one experimental in which the remedy would be applied. Based on this process I will show improvements as compared to the control group.

3.3.4 Individual

Each one of the elements that compose the sample and of those from whom one obtains information. It is important to mention that a determining factor in the process of selecting individuals is the context where the research takes place. The purpose of the research is to analyze how teachers and learners relate and interact with learning styles in an institute context. In each class there are around 23 students which is why the sample will be made of this number of learners in both control and experimental group. Even though the higher the sample is, the higher the validity of the research, this number evidently constitutes a reasonable source of data since it is in the institute context that the problem happens and most importantly that the solution will be given.

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3.4 Variables

A variable is "every phenomenon considered in function of one of its characteristics that can take different values in accordance with a defined system of classification: age, sex, intellectual coefficient, social stratum, method of teaching, level of instruction, and so on". (Saville-troike, 2006, p. 113). There are four hypotheses in this study which will be tested with the instruments designed and selected. Each hypothesis has a dependent and independent variable of which the results depend. In this investigation the variables focus on:

Hypothesis 1: Teachers who dedicate time to discovering student´s learning styles create a better classroom atmosphere which supports acquisition

- Dependent variable:
  Classroom atmosphere which supports acquisition
- Independent variable:
  Time dedicated to discovering students´ learning styles

Hypothesis 2: When learning styles that suits students´ needs are applied in the EFL classroom, the learning process is triggered.

- Dependent variable:
  The learning process is triggered
- Independent variable
  Catering for learning styles that suits learners´ needs.

Hypothesis 3: If learners are aware of their own learning styles, the learning process is more successful.

- Dependent variable:
  Improvement on the learning process
- Independent variable
  Being aware of own learning styles

Hypothesis 4: Students who do not get to decide what learning styles they can use in the classroom are more likely to be unmotivated.

- Dependent variable:

Learner's degree of motivation

- Independent variable
  Learner's involvement in learning styles.

These four hypotheses focus on the effect learning styles have on second language learners. They strongly contribute to finding out about the main aim of the research which is to analyze how applying learning styles strategies could potentially change the way learning happens and help learners become more successful and competent speakers.

Furthermore, the four hypotheses are highly interconnected. They offer a wide view of the research and its expected results.

3.5 Techniques and instruments for data collection

Since this investigation is of both qualitative and quantitative nature, and therefore is of mixed design, there is a wide range of instruments to be applied, among them, class observation, surveys and focus groups.

3.5.1. Survey and questionnaire

By applying surveys I will be able to get information in wide range about opinions and experiences of both teachers and students on learning styles and how they relate to it.

There are three surveys I will apply. The first is targeted to learners of the experimental group (group of students who will receive the solution to the problems). The samples is made of 22 people enroll in the class. These individuals constitute the experimental group and they will be given The Multiple Intelligences Profiling Questionnaire VII to try to find out about their preferred learning styles. The questionnaire and class observation seek to find out about learners awareness of their own learning styles, how they would like to be taught and based on that analyze how applying specific learning strategies that suit their needs would affect their learning.

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The second survey is targeted to ESL teachers from an institute context. The sample is made of 100 teachers who teach basic, intermediate and advanced courses every month. The aim of this survey is to find out about how teachers deal with different learning styles in the EFL classroom and adapt their teaching to those.

The third survey intends to gather data about learner's perception about involvement and motivation during the class and will take place after the class is over. Both control and experimental groups will be asked to fill out the survey and results will be analyzed and contrasted.

3.5.2. Focus group

By having a focus group I will get information that will serve to further ideas and make conclusions about the relationship of learner´s learning styles and the strategies used in the EFL classroom. The sample will be made of 8 to 10 teachers from Idiomas Católica who teach different levels every month. For the focus group guide see annex. According to Sinagub, Vaughn & Schum (1996, p. 17) "Focus group interviews offer researchers in education and psychology the opportunity to garner qualitative data (gathered in small, interactive groups) regarding the perceptions and opinions of purposively selected individuals. If conducted properly, the researcher can elicit substantive information about participants' thoughts and feelings on the topic of interest in relatively little time". (p.16)

3.5.3. Class observation

Class observation will serve to collect information about the differences in results once the learner's specific learning styles are catered and taken care of in one group and not taken care of in the other.

Observation will happen over a period of two months. The first month observation will happen for the control group and learners will not be asked about their preferred learning styles. In

general, it will be the teacher who will decide on the strategies to use.

The second month learners will be asked about their preferred learning styles at the beginning of the cycle and all decisions made on teaching strategies will be based on the answers students have given.

3.5.3.1. Class description

Most classes at Idiomas Católica constitute mixed-ability classes which can have between 6 to 23 students. These are mainly university students and young professionals who need to learn English for specific reasons such as improving academic performance, having better job opportunities and getting to know other cultures. Generally learners are not asked about their preferred learning styles and instead teachers choose the learning strategies and resources to be used in class.

3.5.4. Instruments

3.5.4.1. Surveys

Survey 1: targeted to learners of English as a foreign language. Questionnaire about learning styles in the EFL classroom.

3.5.4.2. Focus group guiding questions

Aim: to collect points of view about teacher's perception of learning styles and how they work with them in the teaching process.

Sample: 6-8 Idiomas Católica teachers who teach different levels.

Duration of Focus group: From 40 to 60 minutes.

1. How long how you been teaching?

2. What levels do you teach?
3. How do most students learn?
4. How do you learn?
5. Think about you own learning experience, were you taught the way you learn?
6. How did that make you feel?
7. How to you deal with learning styles?
8. How do you try to discover learners preferred learning styles?
9. Do you think most students are aware of their own learning styles?
10. What kind of results would you get if specific learning styles are catered for in the classroom?

3.5.4.3. Class observation

Class observation aims to analyze the potential different results provided by applying a solution to a specific group compared to the results obtained of a group that has not been given a solution.

Prior to class observation group A will be asked about their preferred learning styles while group B will not be asked. The elements to be considered while observing both classes are:

- Level of motivation
- Degree of involvement
- Success in carrying out the activity
- Ability to successfully use the target grammar / vocabulary

These elements will be approached through observation, but also through a survey learners involved will be asked to fill out, to later analyze the results and determine the level of motivation.

Annex N 4 shows a timetable for the 18 sessions that the research lasts.

Aim: to determine the level of involvement and motivation in the class.

Mark the statements from 1 to 5, 1 being I strongly disagree it, 2- I disagree, 3 – I somewhat agree, 4- I agree, 5 – I strongly agree

		1	2	3	4	5
1	My class was fun					
2	I feel I learnt a lot					
3	My teacher cared about the class					
4	I felt motivated					
5	This has been a positive learning experience					
6	I have discover new ways of learning					
7	I felt an important element in the class					

Once the population was identified and instruments were designed according to the aims of the investigation, there came the application of them. Application of instruments happened during several stages and to the two main populations: students and teachers. In the next chapter I will explain the results gotten after the several instruments were applied and I will critically analyze how motivation provided by catering for learners specific learning styles changes the classroom dynamic and more importantly learners perception and involvement about learning. In chapter four I will go through the instruments used and will provide valuable evidence that will help prove the hypothesis.

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CHAPTER IV

RESULTS

Chapter IV constitutes the chapter where all aims, hypothesis, population and instruments come together. I will critically explain and analyze how both control and experimental group deal with and react to the learning strategies applied and analyze teacher's perception on discovering and targeting learning styles in the ESL classroom. The data collected allows to analyze the learning process in regard to multiple intelligence theory. I will go through the different answers given by the two populations: teachers and students and I will analyze the comments, experiences, fears and innovations in the field to provide a solid answer the hypothesis of the research. I will first discuss the class observation results, including the Likert scale apply to students of both control and experimental group after the class. I will later discuss the answers given by teachers in the focus group in regards of their understanding and use of learning styles.

4.1. Class Observation

The investigation is of experimental design which means there are two groups involved: control and experimental. The control group will not be given the solution to the problem while the experimental group has been given a potential solution. The problem identified relates to the way learning strategies that suit learners styles are used in the ESL classroom in an institute context.

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The solution to the problem consists of giving the experimental group a way to improve the learning process and the motivational aspect which is a part of it. In this case, the solution consists of finding out what the learners preferred learning styles are and based on that decide on some strategies that can help trigger the learning process. The experimental group will be given a MI questionnaire and learning strategies chosen will be used accordingly to those results.

By including this MI questionnaire the teaching process would become richer and more complex, since all actors involved in it would acquire relevance in selecting material, strategies and approaches to conduct the class making learners active participants in the process.

4.1.1. Phases of Class Observation

4.1.1.1. Choosing groups

Groups of students at the language school vary greatly in size and characteristics. In certain schedules there are mainly teenagers or young adults (school students, freshmen at college) while in others, there are older students with a different profile (professionals, married, and with higher interest to learn the language). For this investigation it was necessary to find a group which cover specific characteristics such as involvement in class, access and familiarity with technology and young people which is why the 11 o clock schedule was chosen. Both the control and experimental group meet those characteristics.

4.1.1.2. Selecting MI questionnaire

As the investigation and elaboration of methodological background showed, there are several learning styles models and even theories that somewhat break away from the traditional models of learning styles. To provide a solution to the problem, the MI theory was chosen, for it constitutes not only on the most current (even though it was developed some 30 years ago, its author Howard Gardener, keeps implementing it through the addition of new intelligences and elements to it), but also because it is the one that is closer to

the learners and teachers. The questionnaire selected was "The Multiple Intelligences Profiling Questionnaire VII"

4.1.1.3. Applying questionnaire

The first day of classes of the cycle learners were asked to complete the MI questionnaire. Later that day information was processed and design of material and selection of strategies focused on those Intelligences that were more commonly found.

4.1.1.4. Class Observation

Once the conditions to start providing a solution to the problem were set, class observation started. Class observation lasted all the cycle, 18 days in total. It is important to mention that the arrangements of the research were made based on the fact that both the problem and solution are set in an institute context.

4.1.2. Control group

The control group is made up of 22 learners who enrolled in a basic class at Idiomas Católica. Students ages ranged from 17 to 21 years old. Each cycle has content to cover during the course of a month. In this specific course, there are two units to cover each of which contains grammar boxes, vocabulary boxes, and practice in all four skills. At the end of the month there is a final written exam and during the course there are two main oral grades which are averaged with the grade of the final written exam. Participation throughout the class is a must to get a satisfactory grade.

Communicative strategies are used to trigger the learning process and through the application of those strategies learners develop command of the language. However, learners usually have a passive role in the process of selecting and applying strategies or tasks in class since it is mainly the teacher the one who decides on those elements, not allowing learners to interact with their learning

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at a metacognitive level neglecting the chance to be truly involved in the learning process.

Furthermore, learners do not have the chance to go beyond the traditional notion of learning styles since the ones that are targeted in class are not necessarily the ones that students own. Unfortunately, there is no formal way to test the learner's preferred learning style in class and that leads to major control of teachers in all the decisions made regarding the learning process. Quite often these decisions involved the choice of communicative and social skills such as group work, design of projects and oral activities, and in general engaging in communicative aspects of acquiring the language, nonetheless there is no way to prove that those chosen strategies meet learner's learning styles.

The units covered are topic-based which means there is a general idea and general aims that are present through the unit. This allows teaching to happen in a contextualized way. By doing this, learners were engaged most of the times at the beginning of the lessons in the presentation of the lesson stage, but they got a bit lost once the main tasks were presented.

The learning styles targeted by the teacher apart from communicative strategies, where basically *visual* through power point presentations. These presentations were the means to introduce almost all relevant aspects of the class and explain main grammar issues. Slides were colorful, but at certain point they became predictable since learners were very well aware of what was coming next. An important element to consider is that learners were not asked what their preferred learning styles are, instead the teacher made the decisions. It is true that a lot of learning style choices made by the teacher, met the learners preferred learning styles and successful goals were achieved, however, it is also true that learners did not participate in the process of selecting learning styles to be used in the classroom, neglecting their chance to actively participate in the design of the course and neglecting as well the motivational aspect provided by the action of being part of the teaching-learning process. Another important element that is neglected when learners are not asked about their own learning styles is the metacognitive aspect of the process. It is true teachers

use metacognitive strategies to achieve specific goals and provide learners with chances to learn critically and apply that knowledge they acquire, nonetheless, this chance is neglected when they are not actively involved in the process. Annex N 3 provides sample of units and annex N 2 provides mark sheets.

4.1.2.1. Learning styles targeted

As mentioned before, there was evidence and efforts to target different learning styles despite the fact students were not asked about their preferred learning styles and the teacher decided on the strategies to use and learning styles to target in class.

There was **kinesthetic practice** through interaction in pairs or groups and there were many chances to interact with different members of the class. Learners had to constantly engage in situations which resembled real-life situations, but there was a lack of prompts which enable those situations, asking learners to imagine a number of situations, but not giving them enough resources to work with. Learners did not seem to enjoy a lot of the activities which required physical effort, nonetheless they engaged in them.

Visual resources were always used in class mainly as warm-up to set situations and introduce topics. The visual material included current characters and situations that learners seemed to enjoy and be familiar with. These resources intended to motivate learners to get involved in the topics.

4.1.2.2. Results

The aims of the class were achieved and 95% learners were promoted to the next level despite the fact that it is a mixed ability class and that the aims were achieved in different percentages by different learners. This was evident not only in their performance during the class, but also on the performance on the final exam. In general there were some

learners who showed more aptitude to acquire the language than others.

4.1.3. Experimental group

The experimental group was a class of the same level. The class was also made up of 22 learners who just like in the control group constituted a mixed ability class. The ages ranged from 17 to 21 years old as well.

The first day of classes the learners were asked to complete Multiple Intelligences Profiling Questionnaire VII [2] and the main learning styles expressed in the survey were: visual, musical, interpersonal Bodily-kinesthetic and logical. These learning styles constituted a useful way to help the teacher design material that suits learner's needs. The questionnaire was given to learners on the first day of classes and the information processed right after it.

Learner's attitude towards the questionnaire was generally positive. Some of them were really surprised for they had never been asked to fill out a similar one and others were not very interested in the process. The results of the tests were generally shared with learners emphasizing what elements were more commonly found in the class.

4.1.3.1. Description of the class after finding out preferred learning styles

Once the information was collected, the material designed for the class and the procedures followed targeted learners specified learning styles in an integrated way that means not neglecting any of the skills and emphasizing the communicative aspect of learning a foreign language. The

[2] The Multiple Intelligences Profiling Questionnaire VII is a five-point Likert scale (Likert, 1932) self-rating questionnaire that is based on Howard Gardner's Multiple Intelligences (MI) theory. The MIPQ VII aim to assist both learners in their self-reflection and teachers to understand their students' strengths. This version of MIPQ operationalizes seven MI dimensions with 28 items: (1) Linguistic, (2) Logical-mathematical, (3) Musical, (4) Spatial, (5) Bodily-kinesthetic, (6) Interpersonal and (7) Intrapersonal intelligence.

amount of visual resources incremented and were used more effectively in class. The images shown were not simply used as warm-up or references to the main topics, instead they were used as a way to really engage students in the topic and it included critical interpretation of them. There was an effort to go beyond the traditional notion of learning styles and include new elements in class that were not present in the past. These new elements constituted interacting with different social networks and involving learners actively in the teaching-learning process. There was a positive reaction towards the new elements and learners seemed to get more involved in class.

One of the new elements to be incorporated in class was the use of technological resources which seemed to interest the majority of the learners. An interesting innovation made was the use of social media to allow interaction beyond the classroom. One of the social media used was pinterest[3]. This new element constituted a great surprise to many learners who were not familiar with it and who found it enjoyable and resourceful. One of the tasks constituted in creating a travel guide of a specific destination learner had to choose and present the information to the classmates.

There was great emphasis on the visual and interpersonal intelligence in the task and Pinterest was used to trigger that process by asking learners to do research about the destination and what one can do there in the social media, providing the chance to interact actively and collaboratively not only in the classroom, but outside of it. Learners seem to enjoy the task and they were very motivated to do it. One of the disadvantages of doing so was the time factor since it was time consuming not only inside the classroom, but outside.

[3] **Pinterest** is a pinboard-style photo-sharing website that allows users to create and manage theme-based image collections such as events, interests, and hobbies. Users can browse other pinboards for images, "re-pin" images to their own pinboards, or "like" photos. Retrieved from http://en.wikipedia.org/wiki/Pinterest Dec 13th 2013.

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Another way to target learners learning style was to include more designed material with authentic resources. Learners were asked to watch videos and engage in critical listening comprehension activities. This resulted in a challenging, but rewarding activity in which learners could really use the target vocabulary and practice English actively since the activity also included a role-play task. Once again, one of the disadvantages happened to be the time factor, for it was also time consuming. The purpose of the activity was to integrate different learning styles (visual, auditory, bodily-kinesthetic) and it achieved its goal. An element which resulted quite interesting to mention is that despite the fact that the group is of mixed ability, the majority of learners were able to respond to the task and actively engage in it, achieving goals, in different scales, but being able to use the language communicatively.

Although the learners did not appear to have much interest in the linguistic elements (linguistic intelligence) the productive skill of writing is included in the content to be covered in class so that it was targeted, but including visual resources. Writing takes a plan that has to be followed and that consists of pre-writing, writing and post-writing. There were elements of creative and visual writing showed in the way the teacher presented the writing. Pictures were used to activate prior knowledge and engage learners and there was a link to a communicative speaking task as well after the writing was done, learners were asked to describe their vacation to their partners using photos of the trips. A nice addition to the task was technology. Learners had to show the pictures of their trips to explain what they did and how they felt. Learners were encouraged to use Facebook albums.

Since all learners enjoyed technology and had access to it through the use of smartphones or tablets, another interesting innovation was to include the use of certain applications to use in class. One of the aims of the communicative class is to enrich learner's vocabulary and provide opportunities for that language to be used in context. Learners were asked to download applications such as

dictionary.com or Merriam-Webster dictionary and used it to find synonyms to a number of adjectives originally given on the book. The task was organized in form of a game. Groups were made and learners had to use the application to enrich their vocabulary. After that, learners were encouraged to use the vocabulary learned in a communicative way to talk about previous trips.

For this task the use of social media was also encouraged since learners had to show their photos to their classmates from their devices and engage in conversations reviewing the previously learnt vocabulary and grammar structure.

4.1.3.2. Results

Just like in the control group the learners in the experimental group achieved the main goals of the class, but there were evident changes in the engagement and involvement students had in class. Students participated a lot more and they related to their answers, gave examples and used the language in the process making them active participants of the learning process instead of simple receivers of information.

4.1.4. Learners survey after class observation

In order to prove the hypothesis and determine the degree of motivation and involvement in the class and with the class, by the end of the cycle, learners in both groups were asked to complete a liker scale which asked about 7 issues related to motivation and involvement in the class.

The chart goes as follows:

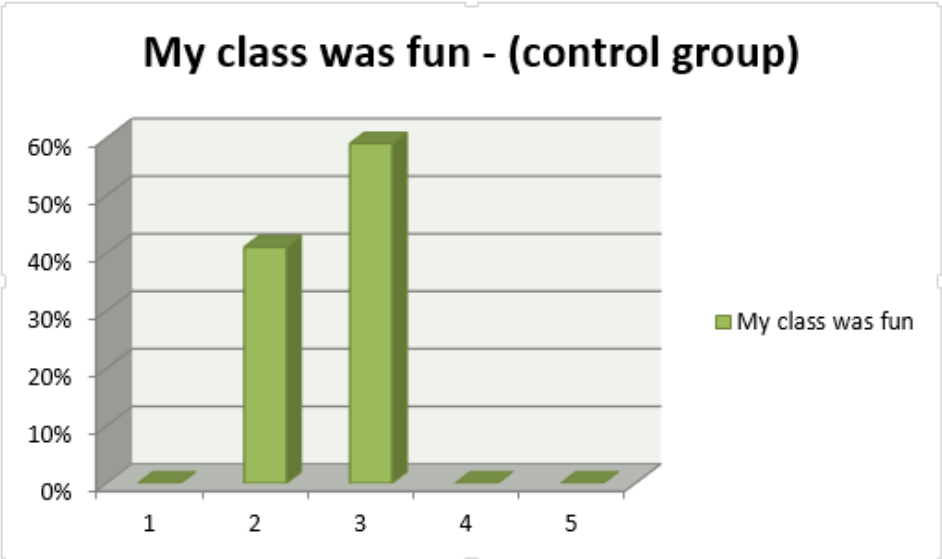
Mark the statements from 1 to 5, 1 being I strongly disagree it, 2- I disagree, 3 – I somewhat agree, 4- I agree, 5 – I strongly agree

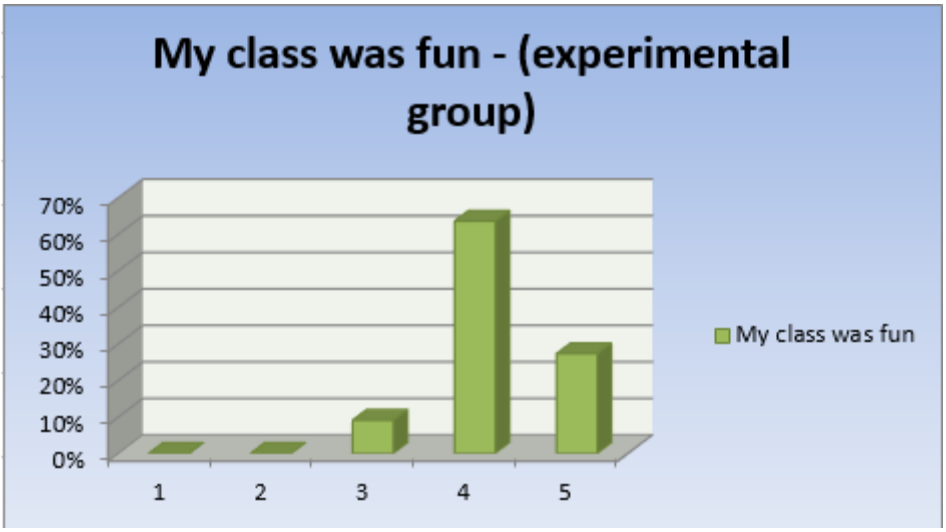
		1	2	3	4	5
1	My class was fun					
2	I feel I learnt a lot					
3	My teacher cared about the class					
4	I felt motivated					
5	This has been a positive learning experience					
6	I have discover new ways of learning					
7	I felt an important element in the class					

4.1.4.1. Results

Learners in control group are part of the learner who have not been given a solution to the problem of neglecting learning styles. As mentioned before, most of the learners managed to get a passing grade and move on to the next level, however passing a course and achieving a sense of motivation and involvement are two quite different things.

Chart 1 – experimental and control group





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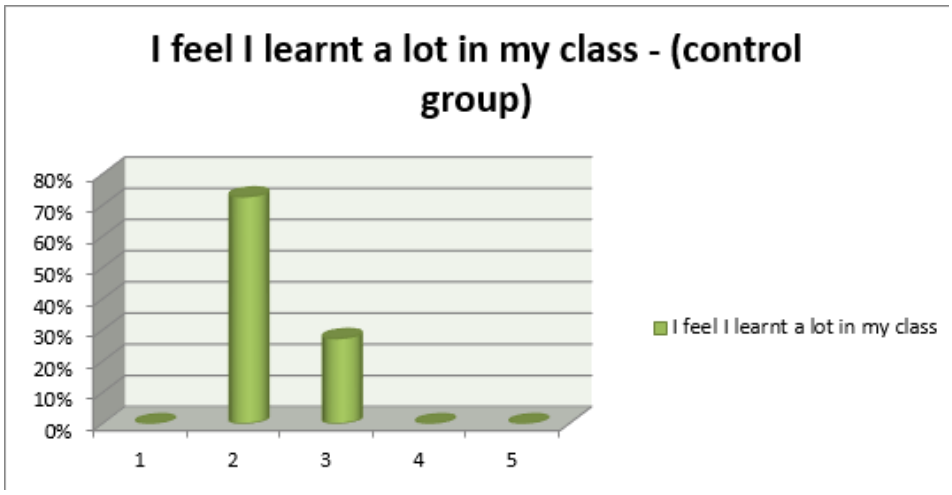
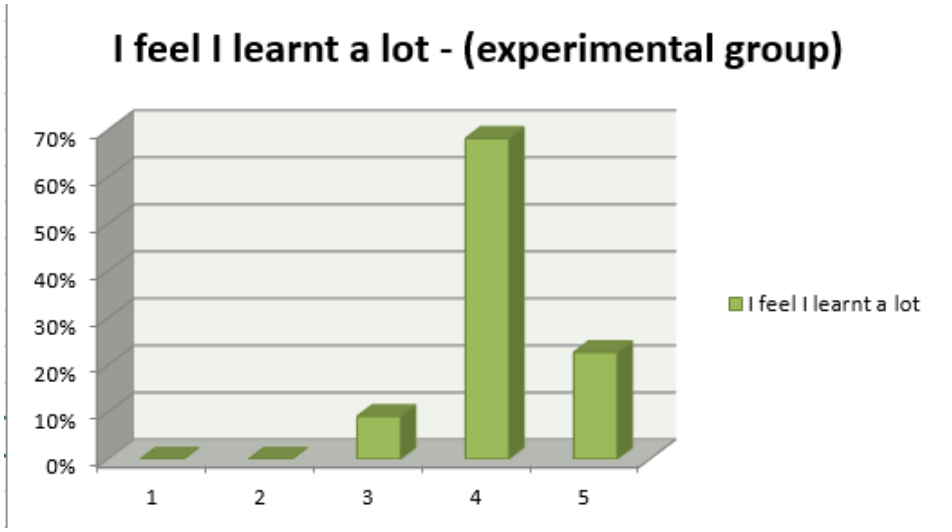
When asked about how fun they perceived their class to be, 41 % of the learners strongly disagree and 59 % somewhat agree. Fun is quite an ambiguous category to measure and without a doubt not a goal of an English class, nonetheless young people, most of the learners in the group, seek some kind of excitement and find the motivation necessary to engage in the class.

This result is contrasted with that of the experimental group´s answers which showed a lot more involvement and therefore the levels of motivation increased. In the experimental group 9.1 % said they felt the class was somewhat fun, 63.6% agreed with the statement and 27.30% strongly agreed with the statement.

Once again, it is important to mention that fun is not by any means a relevant aim in an ESL class, nonetheless the category was included because a number of students seek to have a good time while learning; furthermore, there is vast literature in the ESL world which contains different games to be used in class, fostering the idea that learning happens when learners are relaxed and motivated, quite often, that happens with the use of games. Furthermore, let us not forget that it is when one is relaxed and at ease that learning happens efficiently. Because of the previously stated, this question is an important source of information and analysis which leads to emphasize the importance of targeting students' needs and styles of learning.

Chart 2 – experimental and control group





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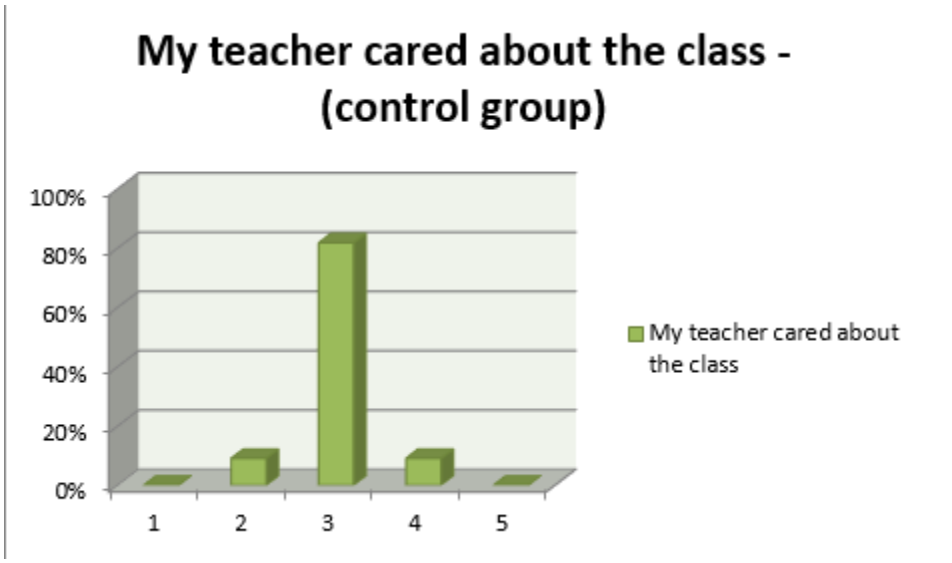
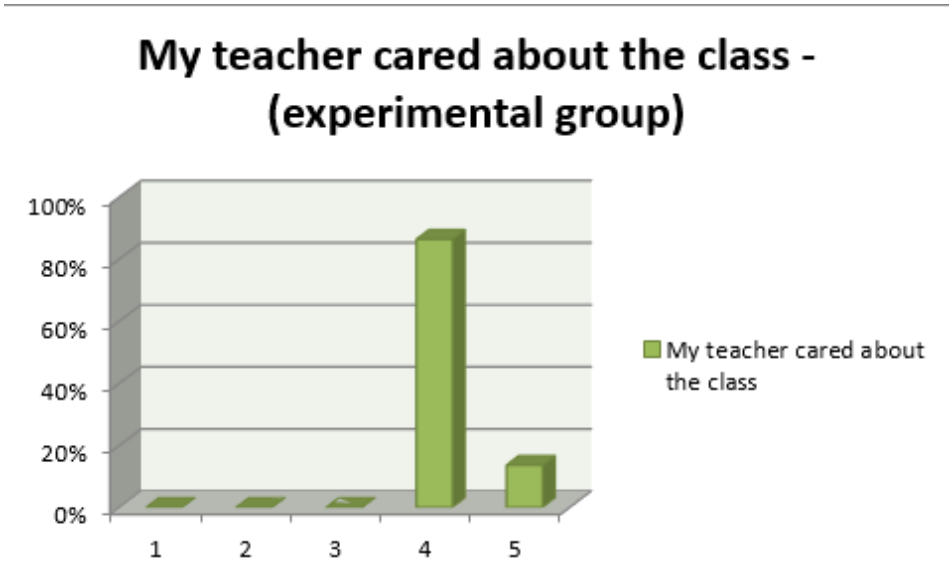
The second question learners were asked was related to a much common and perhaps relevant issue in the teaching-learning process. Learners were asked to measure how much they felt they had learnt during the cycle. This perception of achievement allows to analysis involvement and motivation in terms of achievement of goals

72.7 % of the learners of control group disagree with the statement and 27.3% somewhat agree with the statement. This information drastically contrasts with what learners stated and how they feel in the experimental group. 9.1% of the learners somewhat agree with the statement, 68.20% agree with the statement and 22.7% of the learners strongly agree with the statement.

This information shows how meaningful it is to include and trigger learning styles in the ESL classroom for learners whose learning styles have been discovered and catered feel a better connection and have a greater sense of involvement with the course objective and their own learning. Personal point of views and perceptions affect greatly the performance in the classroom. These reflect in the level of motivation and therefore commitment, characteristics necessary to achieve goals successfully. Learners in the experimental group experienced a more suitable learning environment and teaching situation for which the level of motivation was definitely higher.

Chart 3 – experimental and control group





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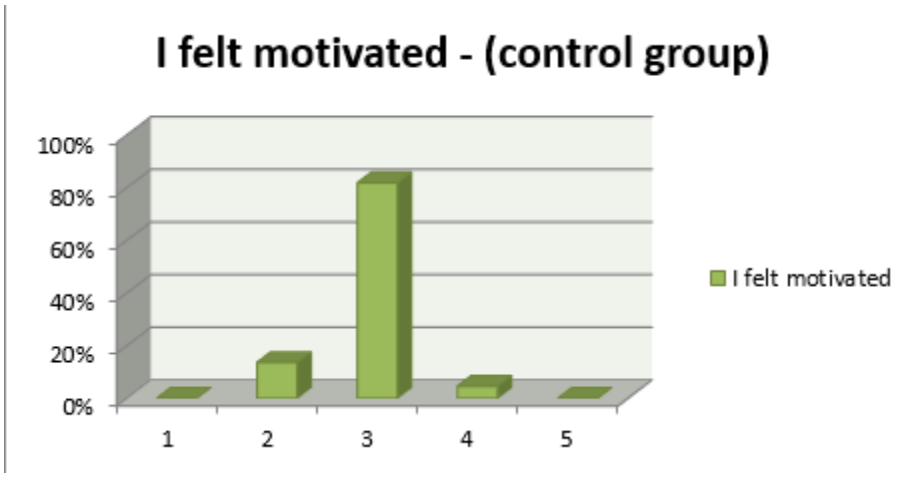
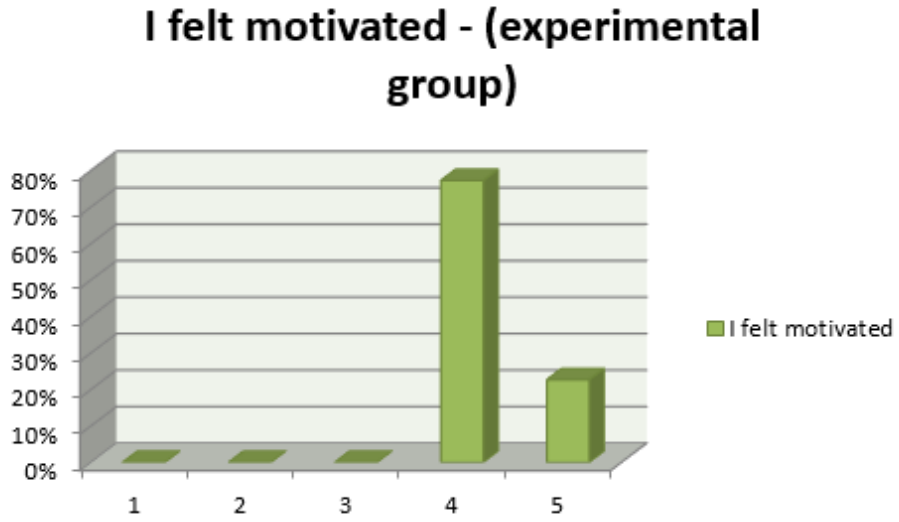
The third question also deals with perception regarding teacher's involvement and sense of responsibility with the class. What learners perceive from the authority figure and the one who conducts the class. It is true that in both teaching situations teachers applied learning strategies, designed or used material which they thought to be appropriate according to learners needs, and fulfilled every administrative and academic responsibility they were expected to fulfill. Nonetheless, the great differences in both is that, the teacher in the control group chose all those elements following his own criteria and using his own knowledge of methodology and approaches to teach, making his own conclusions and not allowing learners to be active members and decision makers, but instead followers of the whole learning process. In the second teaching situation, teacher acted similarly and followed all the notions ESL teachers are supposed to follow, with the great differences that all those elements where shaped by learners' own necessities and perceptions of successful learning expressed in the sense of learning styles and learning autonomy.

In this aspect learners of the control group answered as follows: 9.10% disagree with the idea that the teacher cared about the class, 81.8% somewhat agrees and only 9.1% agree with the statement. In the experimental group, 86.4% of learners agreed to the statement and 13.6% strongly agree with the idea.

Once again, learning styles involvement and use reveals great differences in what learners are able to achieve through the different resources of the classroom (teacher seen as a resources) and with the right attitude.

Chart 4 – experimental and control group





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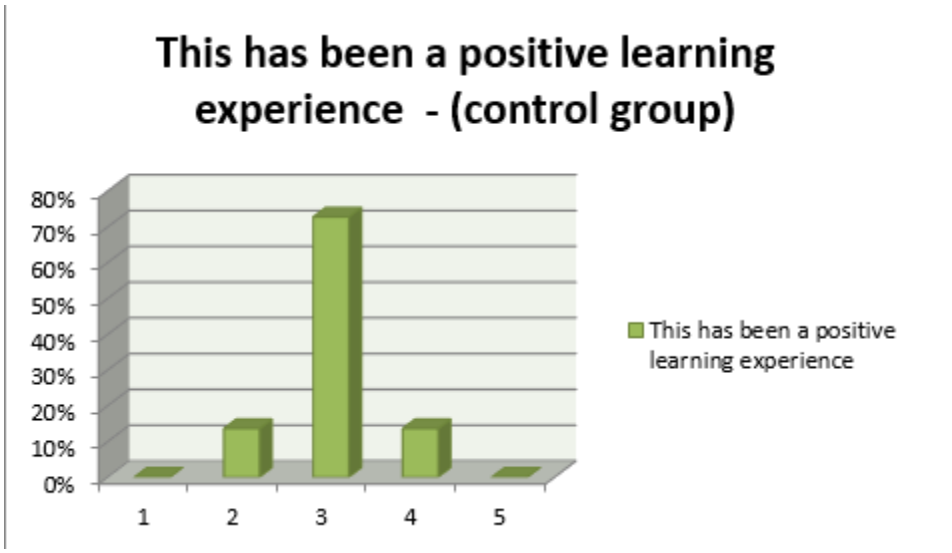
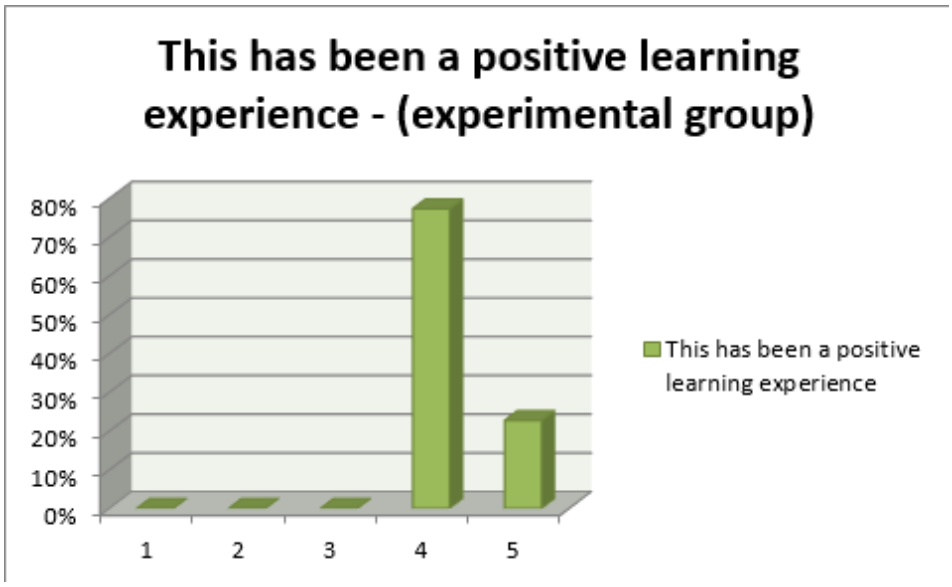
The fourth question deals with motivation itself. In the control group 13.6% of learners disagree with the statement, 81.8% somewhat agree and 4.60% agree. In the experimental group 77.3% of the learners agree to the statement and 22.7% strongly agree with it.

Motivation is for sure the source of what learners will achieve in class and more importantly in how they will use the language. The evidence of how motivated learners were in both cases speaks by itself. Learners who are active members of the class, who are allowed to engage in the decision making process and whose learning styles and intelligences are taken care of, feel more motivated and therefore the results achieved are likely to higher and more successful. This question is strongly linked to the question related to how much each individual considered they learnt in class. Obviously learners got a final score in the cycle after participating in class, taking an exam and in general showing good command of what is being learnt. Nonetheless, when assessed not all learners always perform at their best, because a number of internal and external issues, that is why the third question and the link to the fourth one present as a truly important element of acquisition of the language. Learner’s sense of achievement is often higher than the final scores they got. This is evident in the experimental group where learners were asked to be a more active part of the process.

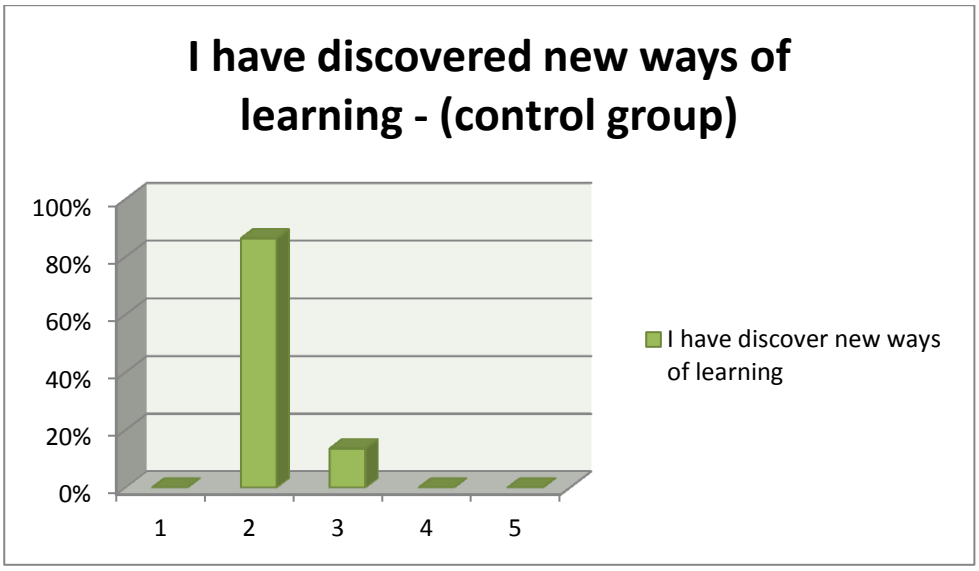
Chart 5 – experimental and control group

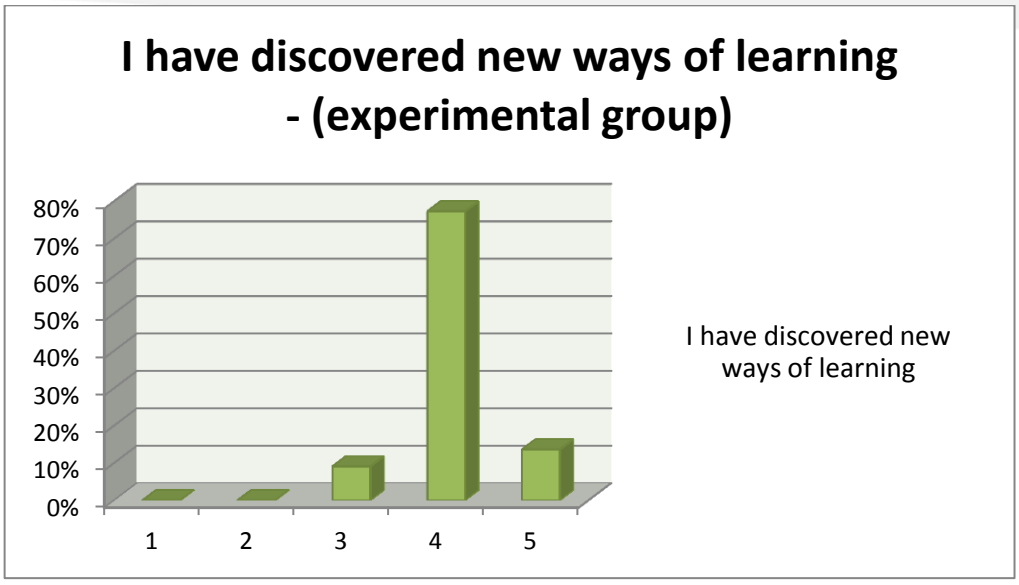




The fifth question asks learners to mention wether or not the teaching experience they have been part of can be described as positive. In the control group, 13.6% of learners disagree, 72.8% somewhat agree and another 13.6 % agree. In the experimental group, 77.3% agree with the statement and 22.7 strongly agree with it. Learning a foreign language constitutes a rather complex task which is highly influenced by many factors, among them emotional ones. Sensing an experience one has been a part of as positive triggers the learning process and therefore results are more likely to be positive. This hypothesis can be proved if we consider the results of learners in the experimental group were higher than the results of the control group.

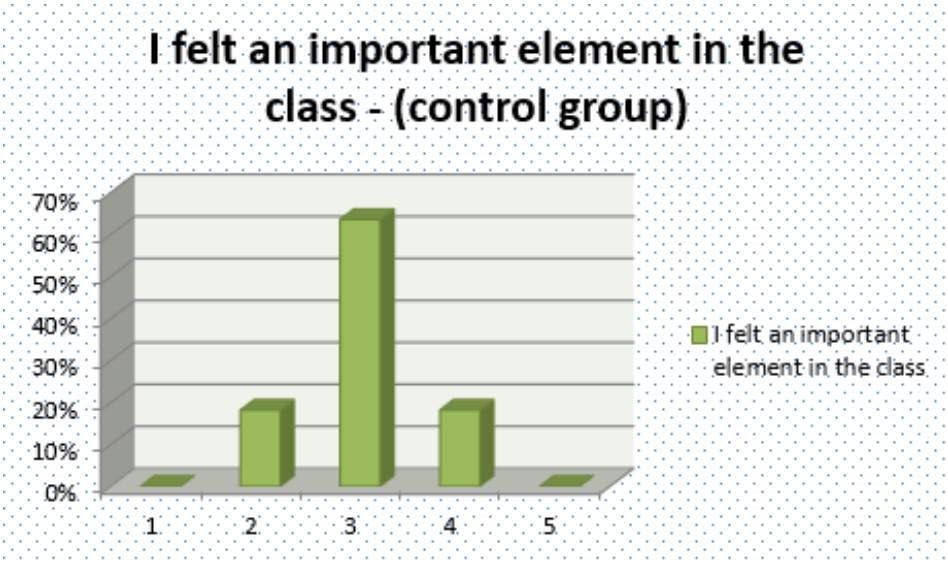
Chart 6 – experimental and control group

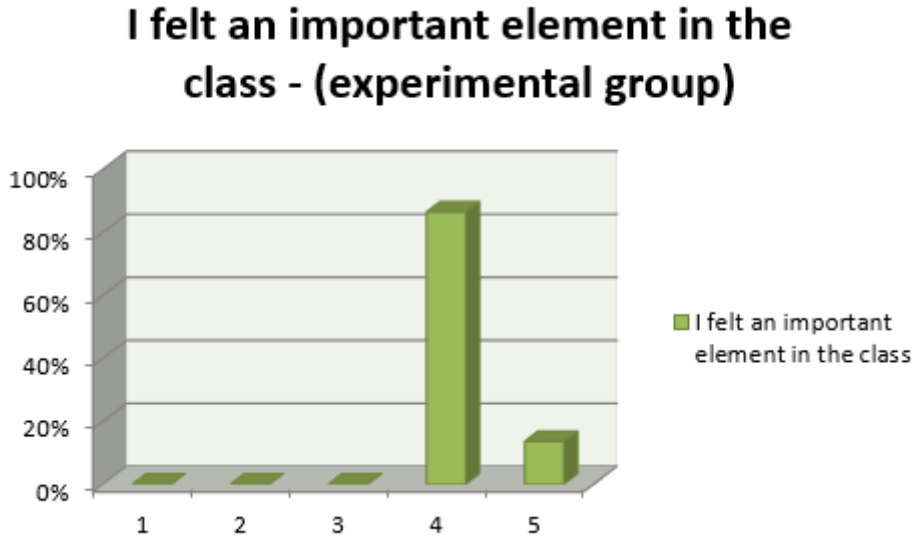




The sixth question asks learners about their new-found learning styles. When asked if thye have discovered new learning styles in the control group, 86.4% disagree with the statement and 13.6% agree. In the experimental group 9.1% state somewhat agree with the statement, 77.30 agree with it and 13.6% strongly agrees with it. In a learning process which takes care of learners and foster different learning styles, getting learners to discover new options in the learning constitutes a goal that has to be taken into account. An individual´s personal skills, styles, and intelligences and be fostered and even taught if commiting to the process and most importantly being able to identify its benefits. In the contol group, learners state they have not discovered new learning elements and strategies in the learning enviorment they were part of. That means, the learning process that took place did not offer any important contribution to the individuals learning styles. On the other hand, learners who were part of the experimental group mostly agree with the statement. Being able to state that learning has caused and encouraged learning in general is quite a lot to say. Learners in the experimental group identify this experience as a source of continuing learning and have discovered new way to do so.

Chart 7 – experimental and control group





The last question asks about involvement in the class. Learners in the control group did not feel as involved in the teaching-learning process as the learners in the experimental group: 18.2% disagree with the statement, 63.6% somewhat agree with it and only 18.2% agree with it. In the experimental group sense of involvement was a lot more evident: 86.40% agree with the statement and 13.6% strongly agree with it.

Once again, it seems learners in the experimental group truly felt a deeper connection with the class and the learning process.

4.2. Survey and focus group

4.2.1. Description of teachers surveyed

In order to know more about the teacher´s perceptions and therefore the relationship with learning styles and their usage in the language classroom, I asked teacher to fill in a exploratory survey about how they view learning styles.

The sample is made up of 100 teachers from an English Institute in Lima. The whole universe is made up of aproximately 200 teachers so the sample constitutes 50 % of the universe and its main purpose was to be a exploratoty instrument that gave me some general thoughst about learning styles perceptions. The survey is made up of 10 items with alternatives in each one of them.

The survey aims is to find out about the preception of learning styles in the ESL classroom and it serves as a basis for a focus group made with teachers from the same institution.

As the survey is mainly of exploratoty nature, a later focus group was made. 8 teachers participated and for about 50 minutes issues related to learning styles and its relation in the ESL classroom were discussed[4]. Both instruments will be used to describe and analyze perceptions related to multipe learning styles

[4] For whole transcription of the focus group see ANNEX 7.

in the ESL classroom and how those perceptions shape the way classess are taught.

4.2.2. Description of participants in the focus group

The 8 participants of the focus group are ESL teachers at Idiomas Católica. They have been English teachers for different periods of time:

I have been teaching for like 5 years.
I started like 10 years ago…
I have been teaching for over 15 years.
I have been teaching …. In general … 11 years
Well, about 6 years

And they teach different levels as well:

… all levels. Like basic, Intermediate and advanced.
… well, children too, but I started like a couple years ago, so It was like a nice transition.
I taught kindergarten, for like 3 years
I started with kids first, private classes ……. And then I have taught all the levels in school and institute too.

This diverse group of teacher ages from 25 to 40 years old and all of them share similar experiences at the institute. However, for some of them their teaching has been influenced by other fields:

… Translation
… Tourism
I studied Archaeology … that is why I like teaching adults.

4.2.3. Description of how focus group was organized

8 teachers from the language school were invited to particpate in the focus group. They were told the focus group intented to gather data about their relationships with learning styles and students. The meeting was organized in a place which allowed interaction and that had the necessary conditions to have the task. Participants were told the conversation would be tape recorded to

validate the material and to analyze it. They were also told their identities would be kept secret.

4.2.3.1. Phases of focus group

a) Selecting questions

Selecting questions for the focus group was a long process which initiated during class observation. As certaing strategies were applied and material and tasks designed, a number of questions were previously selected. To help develop and further ideas a survey was made and 100 teachers were asked to fill it out. This survey was mainly exploratory and intended to help realize about general perceptions and views on learning styles.

b) Carrying out focus group

Focus group took place on October 2nd 2013. It lasted for about 45 min and 8 teachers were involved. I asked the questions previouly written and conducted the session. All 8 teachers were told they would be vide taped and to validate the material and the data would be analyzed. Emphasis was made on the secrecy of their identities.

c) Analysis of data collected

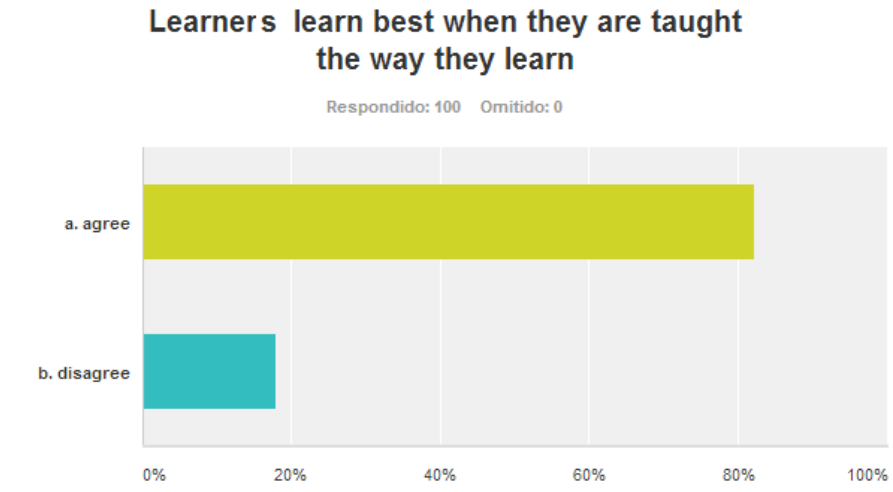
Once the data of both survey and focus group was collected, I started the analysis of it which is made up of statistic charts and discurse analysis.

4.3. Analysis of instruments

4.3.1. Perception about he process of learning: when do students learn best?

In this section results of the instruments applied will be resented.

GRAPH 1



Opciones de respuesta	Respuestas	
a. agree	82%	82
b. disagree	18%	18
Total de encuestados: 100		

The first question of the survey asks teachers about their view about how studens learn best. 82 % of the teachers asked agree with the idea that students learn best when they are taught the way they teach against 18 % of the teacher who disagree with the statement. This question and more importantly the answer let us know that teachers perceptions about learning styles are not always exactly what one would think it would be. Multiple Intelligence theory is widely known and there have been numerous studies and books written about the success that targeting specific learning styles offer, nonetheless there is still a perception that these do not necessarily will make a difference in the learning process. This question is of fundamental importance since this study seeks to try to identify how the perception and support of learning styles influence teachers.

In the focus group, when the participants were asked how learners learn, these are some of the questions they gave:

In more than one way…
Some of them are visual, like pictures. With children they like to play games, they like cartoons, things they watch on TV …

…people have different ways of learning. Some people have to move to learn, some others like to listen and pay attention to what you are saying… other have to write to remember … so different learning styles.

The previously stated answers make it clear that teachers are aware of the differences learners present in the class and how those differences influence and directly affect the teaching-learning process. They are able to identify the most common learning styles: visual, auditory, and linguistic in their students and seem to make an effort in acting based on those, that is preparing classes and guide class is a specific way that fits learner's needs and interests. The following participant states how she understands student´s individuality in class:

> …well, I divide my class or I think about my classes in this way. I have different students, there is a practical way, this is going to be this way, and then I try to segment it for people who like to move, we have conversations and they have to stand up, the people that like to listen, ok they can practice pronunciation or do something that means something to you. So in that way I cover as much as possible, but I try to make them all participate and enjoy and somehow relate to what I am doing.

In this case, learner's individualities are targeted and emphasized in the classroom having a wide range of options for several people. Based on the description of class, the teacher seems to apply several strategies that target specific learning styles, but tries to integrate leaner's into new ones

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for she decides on tasks based on specific learning styles, but for the whole class, introducing learners into new ways of learning and providing them with options, and in some cases new options to acquire the language.

A couple of the participants state that student´s preferred learning styles depend greatly on social, cultural and even educational settings:

> …also their background, because … for example adults are used to old school learning so they would rather listen to you than … I mean when you ask them to think about something or to figure out a grammar rule … they find that … sometimes it is challenging, but sometimes they do not like it, because that is not the way they learn.
> …it also depends on …I do not know … on the area and the age. I remember when I taught kindergarten I taught for the first time in a school in Callao and the place was very poor. For example here if I show a picture ok ... that is a picture, right, but for them it as a picture and a song it was great for them … I had to bring my radio and everything.

These statements refer to the social elements related to learning and characteristics learners acquire because of those experiences and the environment where they develop not only social skills necessary to survive in everyday world, but also cognitive skills, which help them develop in the knowledge society. Teachers are constantly around different social setting and it is important to be aware of them. In the first quote there are references to the traditional educational context many learners are still a part of, if not in an actual classroom, in the state of mind for they have been taught in such way for a long time, and which are associated with more traditional methods, approaches and learning strategies. Reality is that these learners are most of the times part of many ESL classes and it is hard for them to adjust to more social interaction patterns and more active ways of learning which presents a challenge for teachers since they have to apply strategies to have them interact with the other learners who may have other learning styles that fit more modern approaches for learning. This may create conflict when

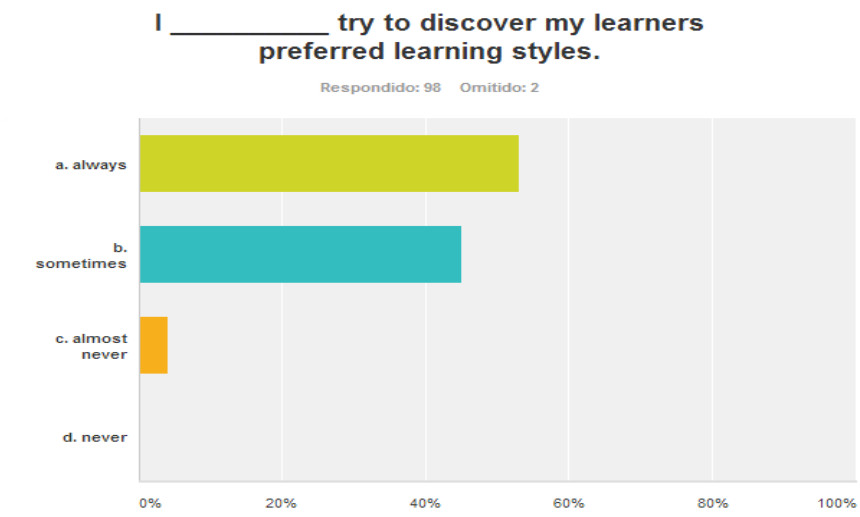
student's individualities are not respected and targeted in an integrated way.

In the case of the second quote, it elaborates mainly on the socio-economical aspect of education and shows how the resources available shape the way learners preferred to learn. In the quote, the teacher explained how she helped shape learners preferred learning styles by using resources she thought were appropriate for learners and which happened to be new elements in their learning settings. The lack of resources in their lives served as motivation because learning became a way to access resources and therefore situations and experiences that otherwise would not be reached. In the institutes´ case, most learners have not experienced such situations so socio-economic elements, in terms of access to resources, does not constitute a determining factor. Nonetheless it is true that social setting can shape learners way of interacting with resources and therefore learning styles.

4.3.2. How to discover students´ learning styles

This question represented a critical part of the analysis for there are different perception on how to discover learning styles.

GRAPH 2



Opciones de respuesta	Respuestas	
a. always	53,06%	52
b. sometimes	44,90%	44
c. almost never	4,08%	4
d. never	0%	0

When asked about their efforts to try to discover student´s preferred learning styles, the majority of teachers showed positive attitude towards this practice. 53 % of the teachers said they always try to do so and 44% of the teachers stated that they only sometimes try to do so, furthermore only 4 % of the teacher stated that they never try to find out about student´s learning styles.

Just like in the previous question the teachers surveyed seem to be aware of the importance of discovering student´s learning styles, but not all of them always do so. There is an interesting link to what teacher´s said in the focus group since they stated that, most of the time, trying to find out about learning styles in the ESL classroom was not possible. One of the reasons given to support this is that it constitutes a time consuming task and it does not allow covering all content to be covered in one month specially in an institute setting:

For example I would love to do the things that my teacher did … so far I have been able to do that in school … It is more difficult with adults, because we have to think of many things … structure, timing, I have seen a teacher do it … I think it was Basic 10, we went downstairs opened his car and he had tags and stuck them in the car and the students were like I want to participate … and I thought it was wonderful, but time-consuming.[5]

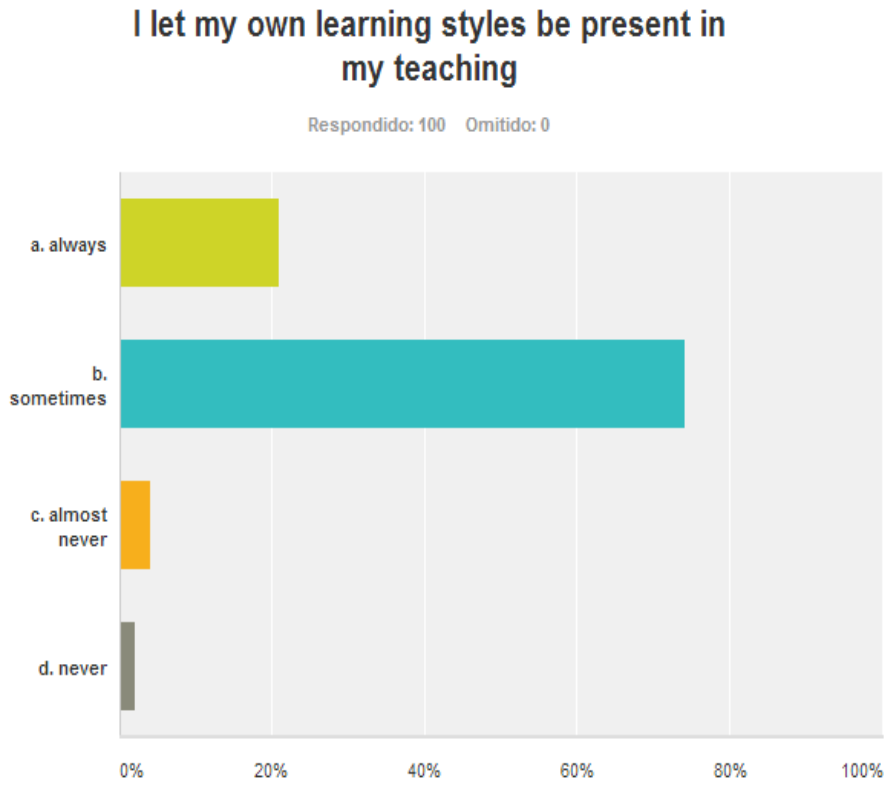
> …The ones that are art-related are also time-consuming … for example the ones in which you show them a picture, instead you make them create the picture … that would take like a lifetime, because they have to draw, maybe paint and then create so you cannot do comics in class for example. That is something we may give as homework, but not all students are artistic, if they are in the classroom, they are all motivated and they would all do it

The previously stated excerpts from the focus group, let us think that even though there is somewhat general consensus on the importance of trying to discover the way student´s learn, the restraint of time in the institute context does not always allow to engage in the process which leads to neglect some learning styles and plan more traditional classes just to make sure the content is covered and students are ready for the evaluation and pass to the next level. This more traditional method goes mainly according to the institution philosophy of teaching and learning, which is why being aware of MI theory is of tremendous help. There seems to be little freedom for personalization and targeting the group as individuals, instead the group is merely treated as a group not allowing individuality to be present and neglecting the teacher to connect with learners in a deeper classroom relationship

[5] Teacher makes reference to a course unit in which students learn about car parts.

4.3.3. Link to own learning styles and teaching strategies

GRAPH 3:



Opciones de respuesta	Respuestas	
a. always	21%	21
b. sometimes	74%	74
c. almost never	4%	4
d. never	2%	2

There are several ways to interact with learners and several approaches to do so. Many of them have proved effective in different social and educational context nonetheless the change of scientific, philosophical and educational paradigms always creates the need for new elements. In this case, there is a part of the teacher´s beliefs

that will always guide the class and which would lead the way in the methods and resources to be used in class. When asked about how much of their own preferred learning styles are present in their teaching, 21 % of the surveyed teachers claim their preferred learning styles are always present in their teaching, 74 % claim that they sometimes are, 4 % claim that almost never and 2 % claim that never. In a context in which time is one of the main constraints to cover all the content and prepare learners to communicate effectively using the course´s content, referring to what one knows and is comfortable with presents as a simple and approachable way to teach.

In this context, the focus gropus participants were asked to talk about their own learning styles.

> well, for some time… I have Japanese background … I try to learn with books that my father gave me. What I have been doing, is I have been downloading apps, and I have been practicing with them.
> …and listening
> .. she (refers to student) likes Bruno Mars … so today she is going to play Bruno Mars songs so she can study for tomorrow´s test. And that is also that I can associate with me because when I study I like to listen to music.
> And I notice that I have a visual memory so if a teacher goes into the classroom and he speaks, speaks and speaks I have a hard time remember what he said so What I need to do is I always take notes and so that way I can see my notes and I can remember.
> Doodling. It helps me when I was in college … but also I need technology. It works because I focus.
> I have to move. I cannot be sitting down. I have to move…

In order to exemplify the question asked in the survey I asked the participants in the focus group to describe their own learning styles. When they were first asked the question there was immediate silence and for some seconds no answer. This proves the idea that people are not always completely aware of what their learning styles are and because of that

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they neglect a variety of chances as language learners. When it comes to the answers given, the differences in learning styles of the participants are obvious and also in wide variety. Being aware of one self's learning styles and connecting to them, allows to interact better in that field and relate to students, nonetheless, it could work as a double-edge sword since if the teacher´s way of learning does not match learners way of learning then conflict may arise and the teaching-learning process could be affected in terms of the strategies chosen by teachers. Because of the above mentioned, it can be inferred that it is important to rely on one self's experiences and interests when it meets learners needs and interest or to give learners the chance to get involved with some new elements that would benefit their learning, but we cannot completely interfere with learners way of learning.

As proved before, it is important to discover learners learning styles and there are different resources to do so among them observation, experimentation and learning styles inventories. The focus groups participants mention that they mainly engage in

> …you experiment. Like at first you can try being mechanical, it is not good, but it works for some people, but then you see that your class is getting bored so maybe you are a little more dynamic, so you just keep trying until you find the one for that specific group …

In this case, the teacher explains how she finds out about learning styles in her classes and clearly states that by trying many different strategies in her class it is that she finds out how to deal with the class. Even though the outcome may result in finding the necessary strategies to use in class, this process does present the problem of time, since trying out several learning styles may be a rather complex process which is time-consuming and may not necessarily result in finding the right learning styles in the necessary time to help learners achieve all the course´s goals. Nonetheless, the teacher clearly states that it is important to change when teaching different groups:

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… because I do not teach the same way in all my classes, so I have to adapt to them, so by experimentation.

Observation constitutes another way of trying to find out about learners´ learning styles. It is a process in which the teacher analyzes learners and based on their behaviors and apparent personalities or even background, decides on specific strategies which may fit learner's needs and interests:

> … observation too. When you are experimenting then you see the way they react and you see if your method works or not and you see if you have to change it and you can vary a little bit so you can adapt it.

As pointed out by one participant both experimentation and observation seem to be linked in one process which is hard to bring apart:

... so I think observation and experimentation are linked.

This shows that teachers have to be fully aware of what goes on in class and also be aware of the changes which could happen in students during the course of the cycle which in several cases can change the dynamic of interaction and expected procedures.

Another way for finding out about learners learning styles is through inventories. This third option is far more straightforward and it is easier to collect information, but seems to be the less used by teachers in their classes:

> Well, I do not do that, but I know that some teacher probably do surveys, you know just with some simple questions, like for example, do you like watching videos? What kind of videos do you like to watch? Do you watch videos on Sonny or Warner because you want to learn another language or because you like the videos? Is another way you know? Some may have a survey at the beginning of the course.

And you have done it yourself?
No, I have not tried that …

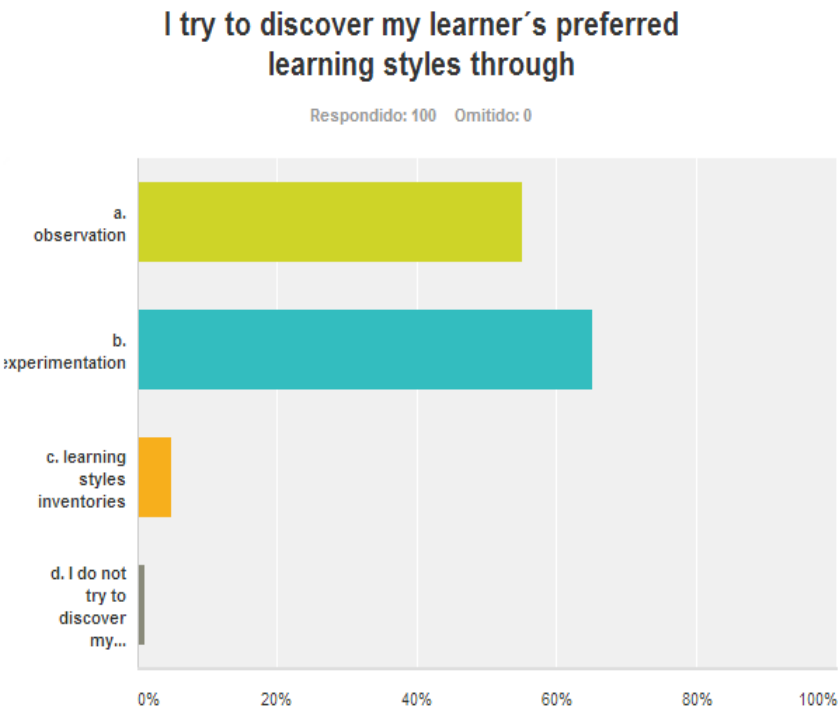
When asking learners to fill in a survey about something as specific as learning styles, the element that need to be used in class become more obvious to all the participants of the process and that can result in a vulnerable position for teachers. Another reason why surveys may not be so commonly used is because teachers quite often assume what learners need and they can prove their hypothesis through experimentation and observation:

… I know, I supposed almost all students like technology so they might like things like movie segments[6] or those kinds of things.

Observation and experimentation provide first hand sources of information which can help guide or redirect the teaching strategies applied in class specially when seems to be a learning problem or when motivational level are low. However, it may not always work successfully. Assuming what learner´s needs or interests are seems to be a common practice and at times can work for the class dynamic, but it can also be harmful for it when the strategies used do not match learner´s characteristics and needs. This situation may create conflict and therefore create a decrease in the motivational aspects of learning compromising learner's acquisition process.

[6] "Movie segments for assessing grammar goals" http://moviesegmentstoassess grammargoals.blogspot.com/ is a web page which plays segments from movies and suggest a number of task following different grammar or communicative elements.

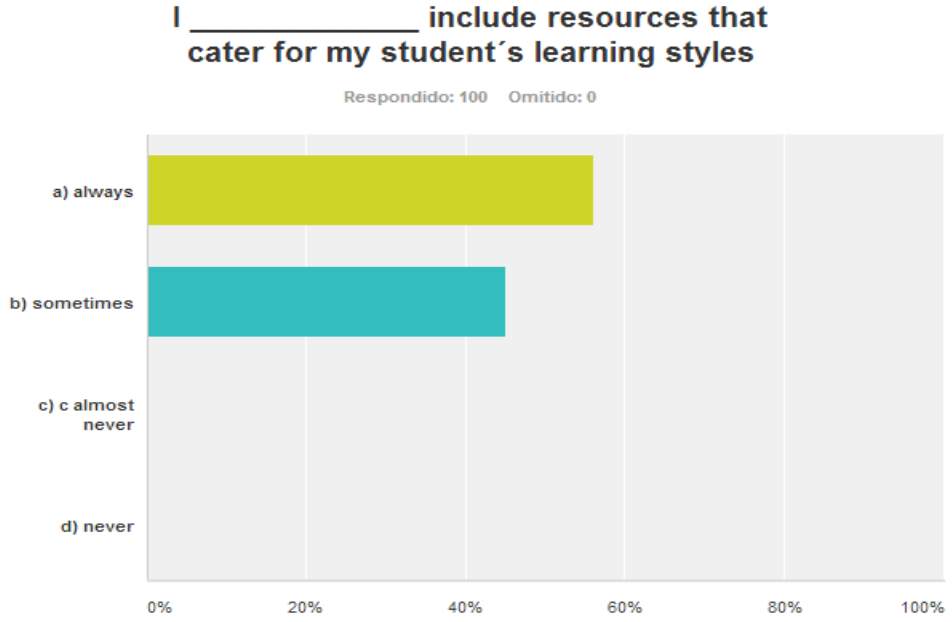
GRAPH 4



Opciones de respuesta	Respuestas	
a. observation	55,00%	55
b. experimentation	65%	65
c. learning styles inventories	5%	5
d. I do not try to discover my student´s learning styles	1%	1
Total de encuestados: 100		

Teachers were also asked about finding out about learning styles in the survey and 55 % claimed they learned about their students through observation, 65 % claimed they do it through observation and only 5 % claim they use learning styles inventories. This fact supports the information collected in the focus group which can lead to think that assuming what learners need is a practice that most teacher avoid, but which can happen in the classroom.

GRAPH 5



Opciones de respuesta	Respuestas	
a) always	56,00%	56
b) sometimes	45%	45
c) c almost never	0%	0
d) never	0%	0
Total de encuestados: 100		

When asked about how often they cater for their learners learning styles, the answer was generally positive. 55 % assures to always cater for their student´s learning styles while 45 % of the teachers surveyed assure that they only sometimes cater for learners learning styles.

The process of catering for different learning styles is expressed by teachers with the following commets:

> … but even though they may have specific learning styles, I think we have to try to used them all because first of all, if you keep on teaching one way some of them might get bored, even if at any moment they learned from

> that, because you have to teach them to use their skills, for life because things are not always going to be adapted to their learning styles, for example, some people might be more visual, they like to speak more, but they make have to do more writings, so they need to know how to do it.

From the quotes it can be inferred that the teachers surveyed believe that having a wide variety of options in the classroom, generally creates a positive result in learners and the teaching process. The fact that the first teacher mentions that , *if you keep on teaching one way some of them might get bored,* makes reference to how concern most teacher genuinely are in regard to what goes on in their classes. It is clear that you have an aim in class and content to cover, but the general approach is that as long as learners and having a good time, learners will learn. Furthermore, there is concern in one self's job and performance and this can be inferred from the following comment:

> … if you impose one learning style specifically, then you become predictable. They know … ok… she is going to show the picture, but maybe the picture is not for vocabulary is for speaking, but if you do tend to do the same all the time, you become predictable and then you become boring…

For this teacher, imposing, as she calls it, a specific learning style means becoming predictable and therefore it is important to offer options and variety. Doing so would allow keeping learners actively engaged in class and letting them participate actively as well, furthermore resources used would greatly become more memorable for they would be unexpected and much more treasured. Another interesting piece of information is that the practicality of following certain patterns is mentioned:

> … Maybe for some it would be practical because you are teaching them to some parameters, but if that is theoretical practice it might work, but if you want someone to learn something it might be predictable.

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Without a doubt following patterns one is familiar with, offers certain level of comfort in forms of knowing what to do, how to do it and when to do it. It even offers the chance to predict how learners are going to react to specific strategies and tasks one applies, but it lacks chances to engage learners in a more dynamic process in which they have an active role. Practicality as described above and in a technical sense limits the chances of trying new strategies in class and neglects the chance to engage in the teaching-learning process.

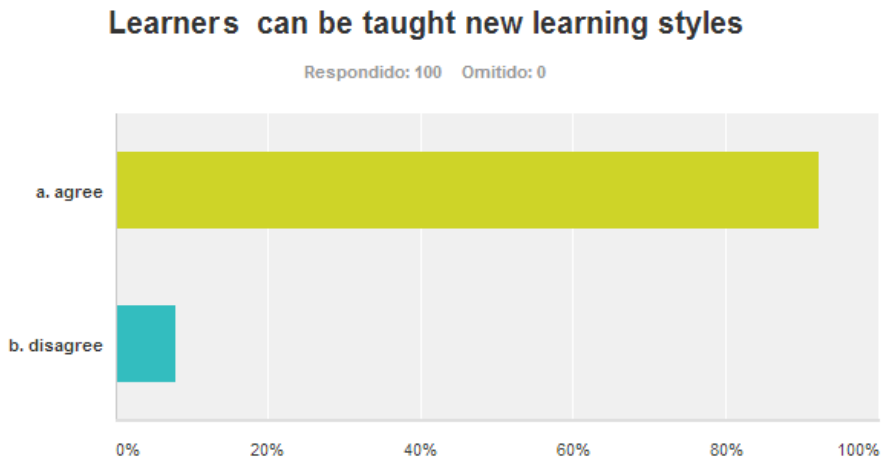
Another point of view on the matter is expressed by the following participant:

> …but following the patterns does not necessarily mean you have to be predictable or repetitive like you can always spice it up a little bit. Like, when she said, a listening task can become a conversation task you can always be creative. That is something that we teachers have to do, be creative. Like how do I do these guys learn in a fun way, so they actually remember? When you teach them something like vocabulary and the next day you ask them, do you remember this word and they are like “no”.

Doing so would allow moving in different parts of a spectrum. A specific type of strategies that cater for specific learning styles would eventually become predictable when the both teachers and students spend a large amount of time together. However, as stated by teacher it is possible to have a wide variety of options in class and as she puts it “spice things up a little”

4.3.4. Possibility to learn new learning styles

GRAPH 6



Opciones de respuesta	Respuestas	
a. agree	92%	92
b. disagree	8%	8
Total de encuestados: 100		

Based on experience and observation throughout the years, I dare state that many people believe that learning styles are certain inherited traits one has to stick with for all life and new elements cannot be integrated into an individual's learning system. Such idea creates conflict if we consider that reality dictates that an individual will be in touch with several different learning styles in his life time, and just like any other knowledge, that is likely to be picked up, used and ultimately acquired. This topic results quite interesting since in the context where the classes are taught time seems to be one of the hardest issues to deal with and therefore integrating learning styles and presenting content in a way that approaches as many learners as possible, but respecting and catering for everybody´s needs, is a must. In such process it would be necessary to teach new learning styles to students to maximize possible results. When asked

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about learner's ability to learn a new learning style, the majority of teachers (92 %) agree that new learning styles can be taught while only 8 % of the surveyed teachers disagree with the statement.

When asked the same question in the focus group, these are some of the answers given by the particpants:

> … I think they can be taught.
> I think it depends on the age too… it is easier to have for example to have a child that goes to a school that is more conservative, right, and have a more conservative methodology and then when they come here they are able to switch from that for their Saturday courses … they just go with whatever you ask them to do, but I think for grownups it is more difficult.

There are opposite views on this matter. There is an initial affirmative answer and while neither one of the following answers state that it is not possible for learner to do so, they bring out interesting topics worth discussing. One of those elements happens to be age. Learners from the English Institute are adults from 14 years old and older. Age is a concern for most teachers since strategies to be used have to be applicable to different age groups. As stated by another participant of the focus group, not necessarily age, but methodology older learners were exposed to when they were young shapes the way they prefer to learn:

> If we compare, for example, the type of methodology we had when we were in school, back then the teacher was the star, so you had to follow and the teacher would be the one conducting where he or she wanted the students to go. So there was not much involvement, at least, I remember my primary teacher, if I said anything, no I am talking, I wanted to participate and I could not…

As stated before, the way teachers taught and therefore the way we teach now has great repercussion in the learning process one goes through even years later and while engaging in a different learning process. There are few chances to change what one believes to be true and useful, unless those

new elements are presented in a useful or even necessary way. The same participant later gives a further explanation of how age and the methodology one has been exposed to affects learning:

> … so I think as has gone by methodology has changed, in order for our students not to feel like they are not able to approach the teacher, so in the past we were taught to be afraid of the teacher … I do not know whether we have changed … um… or we do not respect as much, but know, we approach … the students … we praise them up in order to for us to know how they learn.

The process of teaching and its focus have changed. We have moved from the teacher-centered approach to teaching to one where the focus in the learner. Nonetheless, the learners that were taught that way are still in the classrooms today and opening up new ways of learning to them is an everyday challenge. This idea is expressed by one of the participant who stated that:

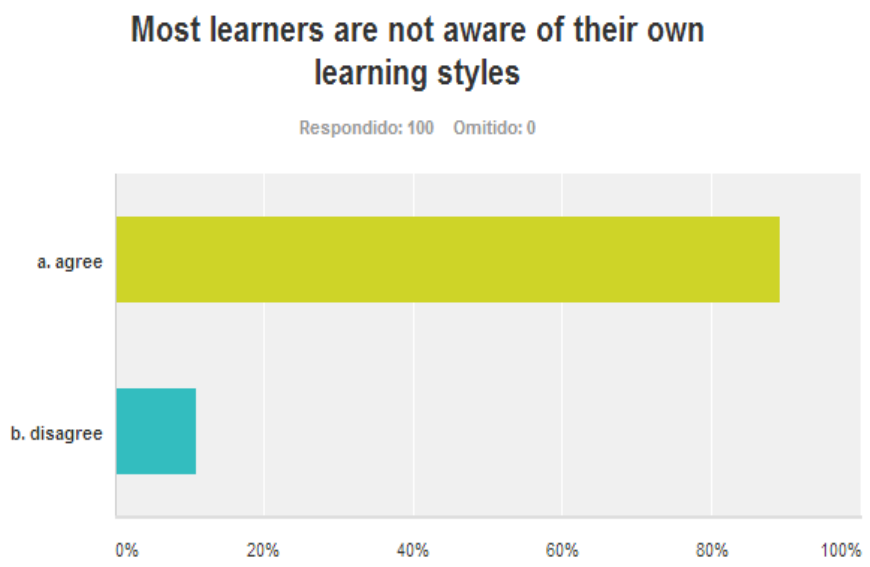
> … it is difficult for them to change their learning styles.

Teacher´s perception of what they have potential to achieve will greatly determine what goes on in the classroom. From this, it can be concluded that motivation is of great importance in the classroom. The teacher becomes a motivation force which leads the class and students in certain direction. It is true intrinsic motivations matters greatly, but even that one can be triggered by a simple, but demanding source of motivation

The second element considered by the participant of the focus group as determining for acquiring new learning styles or at least new hint of those, is the context. In general school setting is considered by the participant as more traditional and where learning individualities are not always catered for.

4.3.5. Awareness of own learning styles

GRAPH 7



Opciones de respuesta	Respuestas	
a. agree	89%	89
b. disagree	11%	11
Total de encuestados: 100		

When asked about learners metacognitive skills, more specifically if learners are aware of their own learning styles, 89 % of the surveyed teachers claimed they do, while 11 % of the teachers surveyed claimed they do not.

In the focus group teachers were asked the same question and here are some of the answers given:

> Well, they do not know about their learning styles, because when it is different, what they do, they think it is challenging and you realize … ok … this guys do not learn that way. But it is not that is difficult, but because it is hard to adapt…

Learner's ability and willingness to adapt to new learning environment and strategies is viewed as a

determining factor in the process of learning and being willing to adapt to strategies and learning styles they are not necessarily familiar with. Truth is learning styles depend greatly on social, emotional and motivational aspects which create the need to be aware of what is around and compromise with learning. In the following teacher´s view, this is not always possible and depends mainly on learner's perception about the learning process:

> …I think students … when they are learning another language … is like … ok I am going to go to class I am going to sit down and the teacher is going to explain everything and somehow I am going to learn… I think that is what they believe …

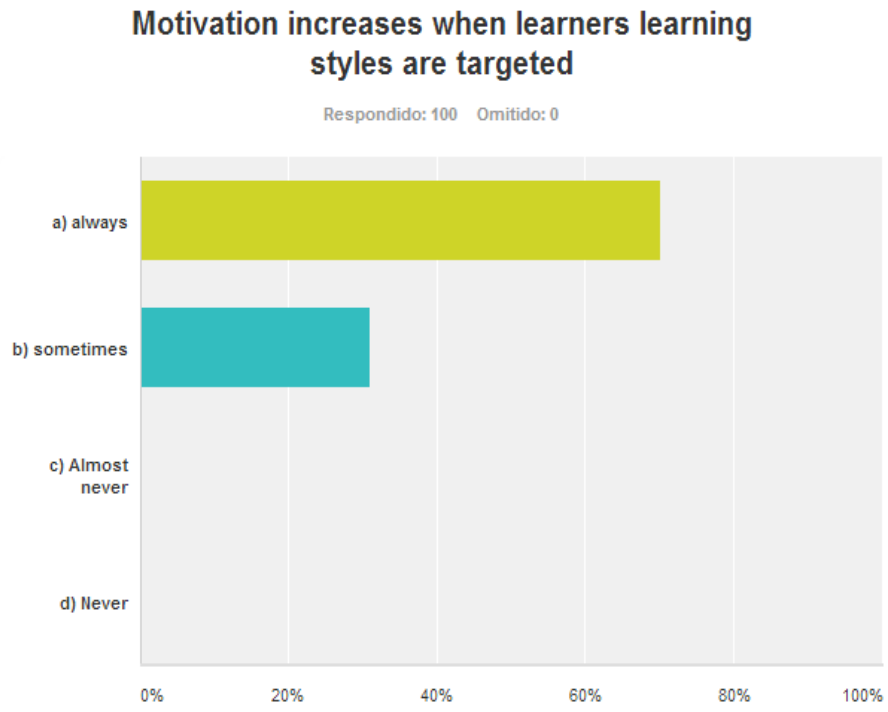
The teaching-learning process is a integrative process in which all actors need to interact willingly to achieve a goal and when encounter situations like the one previously described, there has to be resources available to fight that situation, as stated by the same teacher:

> … but there are different methods and you also learn by teaching, so it is a two way street, … you do not realize as a teacher that you are going to have to be prepared, you always have to keep learning, so it is difficult to just do not accept that you do not know everything and then the learner is in the same position … ok … I do not know how I am going to learn. And they start asking …

Based on the answer, it can be inferred that the learning process is a part of the teaching process. In the teacher´s constant effort to teach, solutions are found and applied to solve arising problems and change people´s minds. As stated by the teacher, *"it is difficult to accept that you do not know everything",* nonetheless it is true and that is what makes teaching such a rich and never-ending process.

4.3.6. Motivational aspect of targeting learning styles

GRAPH 8



Opciones de respuesta	Respuestas	
a) always	70%	70
b) sometimes	31%	31
c) Almost never	0%	0
d) Never	0%	0

The purpose of this investigation is to realize how much motivational level increase when learners are taught the way they learn or as the following participant puts it:

… the easy way for them

In order to collect data to prove how the motivational aspect of learning affects the process, there was a control

group in which the regular teaching strategies applied were decided by teacher and were based on general procedures to follow and the idea of what was appropriate in each case. There was also an experimental group in which a learning style inventory was passed and later analyzed to decide which learning strategies where to be used to cater for learners learning styles.

Regardless of the results and processes, teacher´s perceptions and understating of such efforts will greatly shape the process. When asked about the levels of motivation and how they increase when learner's needs are catered for, the answer where completely positive, but expressed in two different shades. 70 % of the teachers surveyed, expressed that motivation *always* increases when learning styles are catered for, and 30 % of teacher claimed that it sometimes increases. Once again, teacher's perceptions and understanding of processes shape the way we act and what we believe. There is the general thought of a positive outcome from teaching learners the way they learn, but there´s still some shades of that element worth considering.

When asked the same question, participants in the focus group gave the following answers:

> ***So when teaching them the way they learn the motivational* aspect increases?**
> Yeah …
> It definitely increases …

When asked in what ways motivation increases, this affirmative answers are supported by the following answers:

> **ok In what ways or why do you think it increases?**
> … you see the results. You see that they find it enjoyable and they feel like they can do it and they gain confidence, ok so I find it challenging at first, but then I can do it (refers to students)

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As stated above, there is a general positive perception when the two categories, learning styles and motivation, happen together and there is also a sense of responsibility teachers acquire from the process.

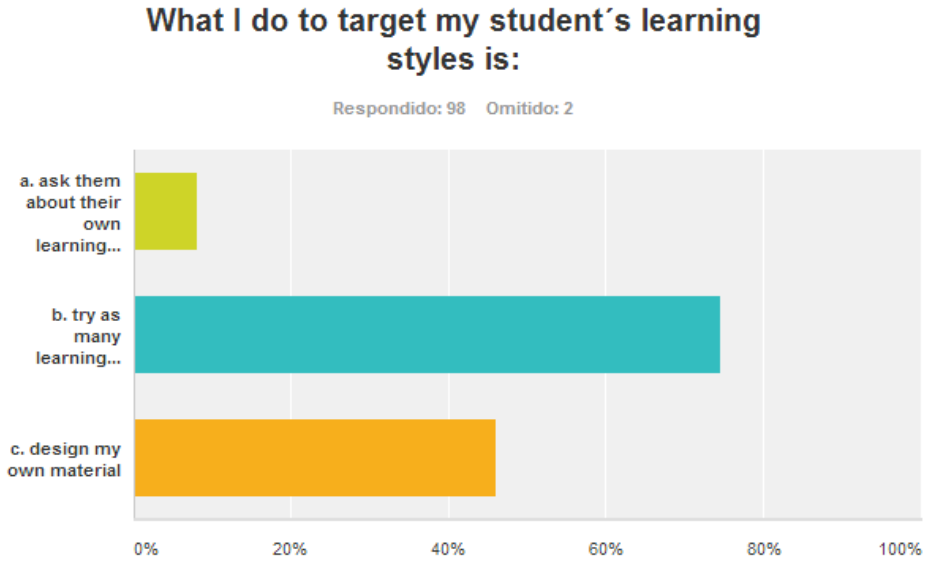
Teachers individualities sometimes get in the way and that can potentially create situations like the one described above:

> …sometimes they are very, very motivated, but … in general as life is … you do not always approach students as you would like to, because of personality or because they like your class maybe, but they really do not like you that much … they understand that they are learning, but you have not been able to approach students as much as you would like to.

In the classroom, teaching the way people learn is a must and despite many efforts to achieve such rather complex goal, the results are not always positive. Teacher´s expectation of their students or even of their own performance can affect deeply the relationships and process that go on in the classroom. Because of the previously stated, it results so important to validate strategy-choice and the way the class in conducted with more objectives forms of discovering learning styles to be targeted such as inventories or even focus groups. As stated by the teacher in the quote: “sometimes you do not approach students the way you want”, which is why applying these resources would provide a chance to do so

4.3.7. What to do to target learning styles

GRAPH 9:



Opciones de respuesta	Respuestas	
a. ask them about their own learning styles	8,16%	8
b. try as many learning styles as possible in my class.	74,49%	73
c. design my own material	45,92%	45
Total de encuestados: 98		

Just as stated before, it is of great significance to target learner´s needs and style of learning in a specific and objective way and do not assume what may work for them randomly or arbitrarily. Because of that I asked teachers in the survey what they do to target their students learning styles. The answers were the following: 8 % said they directly ask them how they like to learn. 74 % stated that they try as many learning styles as possible in their classes to try to target the most styles and integrate new styles into student's notion of learning. 45 % stated that they design their own material to meet learner´s needs.

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Without a doubt the many ways of getting the information work differently and engage both teachers and learners in a different process. In the focus group, when asked about how willing teachers are to try new learning styles, they said:

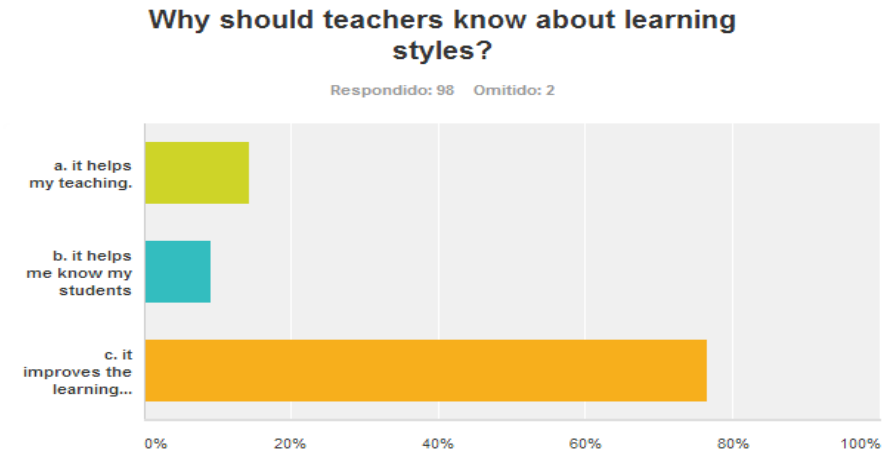
> … Well, yes …I am willing.
> …I guess it depends on the course … because if it were math I would never even open my mouth

One of the most accepted answers given by teachers in the survey to target different learning styles is to try as many learning styles as possible in class. One of the participants in the focus group claimed:

> … if you do tend to do the same all the time, you become predictable and then you become boring. Maybe for some it would be practical because you are teaching them to some parameters, but if that is theoretical practice it might work, but if you want someone to learn something it might be predictable.
> …I think we have to try to used them all because first of all, if you keep on teaching one way some of them might get bored, even if at any moment they learned from that, because you have to teach them to use their skills, for life because things are not always going to be adapted to their learning styles, for example, some people might be more visual, they like to speak more, but they make have to do more writings, so they need to know how to do it.

4.3.8. Importance of knowing about learning styles

GRAPH 10:



Opciones de respuesta	Respuestas	
a. it helps my teaching.	14,29%	14
b. it helps me know my students	9,18%	9
c. it improves the learning process	76,53%	75
Total		98

When asked about why it is important to know about student´s learning styles, 14% of teachers claimed they do it because it helps their teaching. 9 % claimed that it helps them know their students and 76 % claims that it helps improve the learning process. These answers provide evidences that there is great concern among teachers not only to do a good job, but to care for learners. Doing so assures and engaging in the teaching process the conditions necessary for success are given.

These ideas are supported by what teachers said in the focus group:

And do you guys encourage your students discover their learning styles?

You have to, otherwise you would not be doing a good job.

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CONCLUSIONS

- Learners intelligences are a key factor which determines success when dealing with second language acquisition. As proved by this research, learners whose intelligences are targeted and catered for in the learning process are more likely to achieve better results. This is shown in the high results of satisfaction gotten by learners whose learning styles were targeted during the class in the experimental group. Learners, whose preferred learning styles were neither discovered nor targeted (control group), felt less connected to the learning experience and therefore motivation was not a determining aspect in their learning process.

- In an institute-like situation, it is not always possible to apply formal instruments to discover learner´s preferred ways of learning because, mainly because of time constraints. Nonetheless, this limitation has proved to be manageable and adaptable since the majority of them use and apply data collection techniques that are not as formal as a MI questionnaire. Therefore, class observation and experimentation become a crutial element for teachers to find the right learning strategies to apply in the classroom

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- When not applying any of the previously mentioned data collection instruments (formal or informal), the learning strategies applied by teacher are chosen arbitrarily. This situation does not allow much free interaction with metacognitive strategies neglecting learners the chance to be fully aware and be part of the teaching-learning process

- Learners whose intelligences are targeted are more likely to be highly motivated and therefore are more willing to engage in class and apply metacognitives strategies. While this factor may not necessarily be definite in the second language learning process, it influences it greatly.

- The majortiy of learners are not aware of their own learning styles, situation which does not help them reach success efficiently. When shown learning styles and applying learning strategies, the learning process becomes an active process

- Knowing about multiple intelligences and targeting different learning styles help improve teaching practices by allowing going beyond the traditional notion of learning styles changing the role of the students to a more active one.

- Designig specific material and integrating intelligences into one or many tasks, helps learners apply their learning styles in the class. These practices are mentioned by teachers as good practices in the ESL classroom. From this, it can be concluded that the role of the teacher in the learning process is of paramount importance, for it is them the ones who will guide the learning process and the ones in charge of setting up the right motivational level.

- Learning styles are not static, instead learners can change and act according to the situation, the input given and the expected result.

This was evident when planning lessons and encouraging learners to engage in task which does not necessarily match their initially preferred ways of learning. Moreover, teachers also agree that learning styles can be taught and therefore learned. It is through their action in everyday class supported mainly by observation and experimentation that learners discover new ways of learning. This highlights the role of the teacher in the ESL classroom, for he or she is the one to sets the trend and has great responsibility to introduce learners to new ways of learning.

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RECOMMENDATIONS

To teachers

- Revise educational practices in the light of MI theory. Experiencing learning styles can potentially enrich teacher's area of expertise and motivate them to try new tasks targeting different intelligences.

- It is important to consider the use of multiple intelligences' for more effective pedagogy and assessment. By integrating not only skills, but also intelligences into the same tasks, learners of different types will be encouraged to perform at their bests, furthermore, value of group support and development of social and affective skills will be encouraged.

- Allow yourself time to include identifying learners intelligences into your teaching practices. The most efficient time to do so is during the first day of classes, but since intelligences and styles are not static, that is they can change, be keen on observation and experimentation to help learners discover different ways to learn.

To learners of English as a second language

- Apply learning strategies which will help you achieve goals more efficiently. Being aware of this information allows engaging in the learning process, committing to it and therefore getting better results.

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- Know your own intelligences, in other words, know how best you learn so that learning becomes simpler. Once you are aware of learning styles, design and follow an action plan with specific steps and goals to achieve your goals or solve tasks the easy way for you. By doing so, chances of engaging and being and active part of learning increase allowing focusing not only on use, but also on usage of language.

To language schools.

- Train and encourage personnel in helping learners discover learning styles and be flexible in allowing teachers with some time to do so. Quite often the chances of engaging in efficient MI practices are neglected due to time-related issue.

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ANNEXES

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ANNEX I: INSTRUMENTS

1. SURVEYS

Survey 1: targeted to learners of English as a foreign language. Questionnaire about learning styles in the EFL classroom.

Multiple Intelligences Profiling Questionnaire VII

Writing is a natural way for me to express myself	1 2 3 4 5
At school, studies in English or social studies were easier for me than mathematics, physics and chemistry.	1 2 3 4 5
I have recently written something that I am especially proud of, or for which I have received recognition	1 2 3 4 5
Metaphors and vivid verbal expressions help me learn efficiently	1 2 3 4 5
At school, I was good at mathematics, physics or chemistry	1 2 3 4 5
I can work with and solve complex problems.	1 2 3 4 5
Mental arithmetic is easy for me	1 2 3 4 5
I am good at games and problem solving, which require logical thinking	1 2 3 4 5
At school, geometry and other subjects involving spatial perception were easier for me than solving equations.	1 2 3 4 5
It is easy for me to conceptualize complex and multidimensional patterns	1 2 3 4 5
I can easily imagine how a landscape looks	1 2 3 4 5

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from a bird's-eye view	
When I read, I form pictures or visual images in my mind	1 2 3 4 5
I am handy	1 2 3 4 5
I can easily do something concrete with my hands (e.g. knitting and woodwork).	1 2 3 4 5
I am good at showing someone how to do something in practice	1 2 3 4 5
I was good at handicrafts (e.g. woodwork; textiles) at school	1 2 3 4 5
After hearing a tune once or twice I am able to sing or whistle it quite accurately	1 2 3 4 5
When listening to music, I am able to pick out individual instruments and recognize melodies.	1 2 3 4 5
I can easily keep the rhythm when drumming a melody	1 2 3 4 5
I notice immediately if a melody is out of tune	1 2 3 4 5
Even in strange company, I can easily find someone to talk to	1 2 3 4 5
I get along easily with different types of people	1 2 3 4 5
I make contact easily with other people	1 2 3 4 5
In negotiations and group work, I am able to support the group to find a consensus	1 2 3 4 5
I am able to analyze my own motives and ways of action	1 2 3 4 5
I often think about my own feelings and sentiments and seek reasons for them	1 2 3 4 5

I regularly spend time reflecting on the important issues of life	1 2 3 4 5
I like to read psychological or philosophical literature to increase my self-knowledge.	1 2 3 4 5

Survey 2: targeted to teacher of English as a foreign language. Survey about learning styles in the EFL classroom.

1. Learner´s learn best when they are taught the way they learn

☐ Learner´s learn best when they are taught the way they learn a. agree

☐ b. disagree

2. I _____ try to discover my learners preferred learning styles.

☐ . a. always

☐ b. sometimes

☐ c. almost never

☐ d. never

Otro (especifique)

3. I let my own learning styles be present in my teaching

☐ a. always

☐ b. sometimes

☐ c. almost never

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☐ d. never

4. I try to discover my learner´s preferred learning styles through

☐ a. observation

☐ b. experimentation

☐ c. learning styles inventories

☐ d. I do not try to discover my student´s learning styles

5. I _____ include resources that cater for my student´s learning styles

☐ a) always

☐ b) sometimes

☐ c) c almost never

☐ d) never

6. Learners can be taught new learning styles

☐ a. agree

☐ b. disagree

7. Most learners are not aware of their own learning styles

☐ a. agree

☐ b. disagree

8. Motivation increases when learners learning styles are targeted

☐ a) always

☐ b) sometimes

☐ c) Almost never

☐ d) Never

9. What I do to target my student´s learning styles is:

☐ a. ask them about their own learning styles

☐ b. try as many learning styles as possible in my class.

☐ c. design my own material

Otro (especifique)

10. Why should teachers know about learning styles?

○ a. it helps my teaching.

○ b. it helps me know my students

○ c. it improves the learning process

Aim: to determine the level of involvement and motivation in the class.

Mark the statements from 1 to 5, 1 being I strongly disagree it, 2- I disagree, 3 – I somewhat agree, 4- I agree, 5 – I strongly agree

		1	2	3	4	5
1	My class was fun					
2	I feel I learnt a lot					
3	My teacher cared about the class					
4	I felt motivated					
5	This has been a positive learning experience					
6	I have discover new ways of learning					
7	I felt an important element in the class					

2 Focus group guiding questions:

Aim: to collect points of view about teacher's perception of learning styles and how they work with them in the teaching process.

Sample: 6-8 Idiomas Católica teachers who teach different levels.

Duration of Focus group: From 40 to 60 minutes.

11. How long how you been teaching?
12. What levels do you teach?
13. How do most students learn?
14. How do you learn?
15. Think about you own learning experience, were you taught the way you learn?
16. How did that make you feel?
17. How to you deal with learning styles?
18. How do you try to discover learners preferred learning styles?

19. Do you think most students are aware of their own learning styles?
20. What kind of results would you get if specific learning styles are catered for in the classroom.

3. Class observation:

Class observation aims to analyze the potential different results provided by applying a solution to a specific group compared to the results obtained of a group that has not been given a solution.

Prior to class observation group A will be asked about their preferred learning styles while group B will not be asked. The elements to be considered while observing both classes are:

- Level of motivation
- Degree of involvement
- Success in carrying out the activity
- Ability to successfully use the target grammar / vocabulary

These elements will be approached through observation, but also through a survey learners involved will be asked to fill out, to later analyze the results and determine the level of motivation.

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ANNEX 2 – experimental and control group marks.

EXPERIMENTAL GROUP MARKS

The experimental group is the one given the potential solution to the problem. In this research, the problem constituted the lack of involvement from students in the way classes are carried out. The experimental group was made of 22 students of basic level at Idiomas Católica, a well-known language center in Lima, Perú. Learners who were part of this group were asked the first day of classes to complete a learning style inventory survey which aimed to obtain significant feedback on their learning styles preference. The data was analyzed and later specific material and learning strategies were used in the class. The results were quite satisfactory as the great majority of members of the class got a passing mark. This observation was later contrasted with another survey in which learners were asked about their views on the way the class had been carried out. Results showed there was a sense of involvement and high motivation among learners. On the other hand, the control group was not given a solution to the problem and their class was carried out in a more traditional way, that is having the teacher choose the tasks and strategies he or she considers most appropriate. The control group was also made up of 22 students of the basic level at Idiomas Católica and even though they were exposed to similar resource in the same context, the results were not as satisfactory and the sense of motivation and involvement were not as high.

Coming up next I present both the control and experimental group marks.

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EXPERIMENTAL GROUP MARKS

	1st grade	2nd grade	Final exam	Average
1	80	80	86	82
2	80	85	84	83
3	80	80	79	79
4	75	80	80	78
5	80	85	84	83
6	90	85	83	86
7	85	85	87	85
8	85	85	83	84
9	80	80	83	81
10	75	80	79	78
11	80	85	89	84
12	85	80	88	84
13	85	85	80	83
14	80	85	94	86
15	75	80	88	81
16	80	85	84	83
17	80	80	83	81
18	95	90	92	92
19	85	85	87	85
20	85	80	83	82
21	90	85	87	87
22	75	80	78	77
				1824

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CONTROL GROUP MARKS

	1st grade	2nd grade	Final exam	Average
1	75	75	78	76
2	70	75	74	73
3	80	75	77	77
4	70	70	72	70
5	70	75	76	73
6	80	75	83	79
7	70	75	75	73
8	65	70	75	70
9	70	65	75	70
10	75	75	77	75
11	70	70	75	71
12	75	75	80	76
13	75	70	77	74
14	80	85	83	82
15	75	75	79	76
16	75	75	81	77
17	80	80	84	81
18	70	65	72	69
19	70	70	73	71
20	80	75	76	77
21	75	75	71	73
22	76	75	80	77
				1640

ANNEX 3: Unit samples

Unit 7 LESSON 1

LESSON 1 **GOAL** **Greet someone arriving from a trip**

CONVERSATION MODEL

A Read and listen to someone greeting a person arriving from a trip.

A: Welcome back!
B: Thanks.
A: So, how was the flight?
B: Pretty nice, actually.
A: That's good. Can I give you a hand?
B: That's OK. I'm fine.
A: Are you sure?
B: Absolutely. Thanks!

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The past tense of be: Review*

I / He / She / It { was / wasn't } on time.

We / You / They { were / weren't } late.

Contractions
wasn't = was not
weren't = were not

Questions
Was your flight long? (Yes, it was. / No, it wasn't.)
Were your friends with you? (Yes, they were. / No, they weren't.)
How **was** the traffic? (It was terrible.)
How long **were** you away? (Two weeks.)

GRAMMAR BOOSTER ▸ p. 134
• *The past tense of be: form*

A **Find the grammar** Look at the Photo Story on page 75. Find three examples of the past tense of be.

B **Grammar practice** Complete the conversations with the affirmative or negative past tense of be.

1 A: Welcome back! How ..... the drive?
B: Not great. The traffic ..... really awful. There ..... so many cars on the road!
A: Too bad. ..... you alone?
B: No. My brother ..... with me.

3 A: Where ..... you last week?
B: We ..... on a cruise.
A: Really? How ..... it?
B: It ..... pretty short. Only three days!

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VOCABULARY *Adjectives to describe trips*

A Read and listen. Then listen again and repeat.

It was so **comfortable**.

It was quite **scenic**.

It was really **boring**.

Intensifiers
so
pretty
really
quite
very
kind of
rather

It was kind of **bumpy**.

It was pretty **scary**.

It was rather **short**. / It was very **long**.

B Pair work Use the adjectives and intensifiers in the Vocabulary to describe a trip you took.

"Last year, I went to a small town in the mountains. The bus trip was very bumpy."

Types of trips
a flight
a drive
a [bus / train] trip
a cruise

NOW YOU CAN **Greet someone arriving from a trip**

A Pair work Greet someone arriving from a trip. Change the Conversation Model, using the adjectives and intensifiers and the past tense of be. Then change roles.

A: Welcome back!
B: ..... .
A: So, how was the .....?
B: ....., actually.
A: That's ..... . Can I give you a hand?
B: ..... .

Don't stop! Ask your partner other questions about the trip:
Were there a lot of people on the ___ ?
How long was the ___ ?

Responses
comfortable, scenic, short — **That's good!**
boring, bumpy, scary, long — **That's too bad!**

Unit 7- LESSON 3

BEFORE YOU READ

A Vocabulary • *Adjectives for vacations* Read and listen. Then listen again and repeat.

It was **relaxing**. It was **exciting**. It was **interesting**. It was **unusual**.

Also remember:
boring fantastic
cool scenic

B Pair work Use the Vocabulary to describe one of your vacations.

"Last year, I went to the beach. It was so relaxing."

READING

World Traveler *Did you have a good time?*

Our readers share their experiences on our most popular vacation packages.

Go skiing and snowboarding in Valle Nevado
Just 60 kilometers / 37 miles from Santiago

"We just got back! There was nothing but sun and snow, but there was plenty to do. We went dancing every night in a terrific disco. We swam every day in a heated pool and worked out in an incredible gym. The shopping was terrific! And there were so many great restaurants to choose from. Oh, and I almost forgot . . . the views of the Andes Mountains were amazing!"

—Alison Nack, Montreal, Canada

Enjoy some of the world's top spas
Luxury and service at prices you can afford

"Back home, we work very hard, and we really needed a vacation. The staff at the spa knew just how to take care of us. My wife and I got wonderful massages and other spa treatments. They even put hot rocks on our backs! We enjoyed excellent healthy meals every day. We loved our spa vacation in Thailand. It was really hard to come back home!"

—Kenji Watanabe, Nagoya, Japan

Learn about another culture and help the world
No experience necessary

"My vacation in Tajikistan lasted twenty-six days, and we helped to build new homes for ten of those days. The other days we went sightseeing and bought souvenirs. The people were incredibly nice, and I loved the food. There were twelve other volunteers on this trip. The work was actually fun, and we got to know each other really well. In the end we felt really good. I'd definitely do it again!"

—Arturo Manuel Reyes, Monterrey, Mexico

Sources: skitotal.com; spastay.com; habitat.org

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B Draw conclusions Choose a vacation package from page 80 for each person. Explain your reasons.

"I love to meet new people and learn how to do new things."

"I love sports. I always like to do something new and exciting."

"I like to go to places where other people don't go—off the beaten path."

"I need a vacation where I don't have to do anything."

C Identify supporting details Now choose one of the vacations for yourself. Explain why you chose it. Use the Vocabulary on page 80.

On your *ActiveBook* Self-Study Disc: **Extra Reading Comprehension Questions**

NOW YOU CAN **Discuss vacation preferences**

A Frame your ideas Complete the questionnaire. Then compare answers with a partner.

Need a Vacation? Check all your preferences:

How often do you go on vacation? ☐ never ☐ once or twice a year ☐ more than twice a year

I prefer vacations that are . . .

- ☐ relaxing
- ☐ exciting
- ☐ interesting
- ☐ unusual
- ☐ inexpensive
- ☐ scenic
- ☐ other _____

I like vacations with . . .

- ☐ lots of history and culture
- ☐ nature and wildlife
- ☐ sports and physical activities
- ☐ family activities
- ☐ great entertainment
- ☐ people who speak my language
- ☐ top-notch hotels
- ☐ great food
- ☐ warm weather
- ☐ beautiful beaches
- ☐ friendly people
- ☐ other _____

Do you need a vacation right now? ☐ Not really. ☐ Maybe. ☐ You bet I do!

B Discussion Now discuss your vacation preferences. Tell your classmates what's important to you.

"For me, warm weather and great entertainment are pretty important."

UNIT 8 LESSON 2

VOCABULARY *Clothing that comes in "pairs"*

A Read and listen. Then listen again and repeat.

B **Listening comprehension** Listen to the conversations. Infer the department each shopper should go to.

1 She should go to ..... .
2 She should go to ..... .
3 She got them in ..... .
4 They're in ..... .

Departments
Men's underwear
Athletic wear
Outerwear
Lingerie
Sleepwear
Hosiery

GRAMMAR *Comparative adjectives*

Use comparative adjectives to compare two people, places, things, or ideas.
Do you have these pants in a **larger** size? This pair is a little tight.
I need shoes that are **more comfortable**. These are very small.
Do you have a pair of **less expensive** gloves? These are just too expensive.

Use than after the adjective when you compare two items.
That suit is **nicer than** the one I'm wearing.
These gloves are **more expensive than** the other ones.

+ er	+ r	+ ier	consonant + er
small → smaller	large → larger	heavy → heavier	big → bigger
cheap → cheaper	loose → looser	pretty → prettier	hot → hotter

Irregular forms
good → better
bad → worse

BUT use more or less with adjectives that have two or more syllables and don't end in –y.
more expensive / **less** comfortable

GRAMMAR BOOSTER • p. 137
• *Comparative adjectives: spelling rules*

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B Complete each conversation with comparative adjectives. Use than if necessary.

1 A: I just love these pajamas, but I wish they were ..... (warm).
B: What about these? Blue is a really flattering color for you, and they're much ..... (expensive).

2 A: Don't take that nightgown to Hawaii! It's ..... (hot) it is here. Take something ..... (light).
B: Good idea.

3 A: What do you think of these red gloves?
B: Beautiful. They're ..... (pretty) the black ones. And they're ..... (cheap), too.

4 A: Excuse me. Do these pants come in a ..... (long) length?
B: I'm sure they do. Let me see if I can find you something ..... (good).

CONVERSATION MODEL

A Read and listen to someone asking for a different size.

A: Excuse me. Do you have these gloves in a smaller size? I need a medium.
B: Yes, we do. Here you go.
A: Thanks.
B: Would you like to take them?
A: Yes, please. Thanks for your help.
B: My pleasure.

Sizes
S small
M medium
L large
XL extra large
XXL extra extra large

B **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask for a different size or color

A **Notepadding** On the notepad, make a list of clothes you'd like to buy.

I'd like to buy:

B **Pair work** Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles.

A: Excuse me. Do you have ..... in .....?
B: Yes, we do. Here you go.
A: Thanks.
B: Would you like to take .....?
A: ..... . Thanks for your help.
B: ..... .

Ideas
in a smaller size
in a larger size
in a darker / lighter color
in [black, white, etc.]
in size [10, 34, etc.]

Don't stop!
- Ask to see other clothes.
- Pay for the clothes.

C **Change partners** Ask about other types of clothes.

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ANNEX 4

Timetable for 18 sessions.

Day	Activity- aim	Material and strategies	Skills to be developed	Content	Learning styles targeted
1	Welcome. Ice-breakers	Some strategies are applied to break the ice and create a good classroom atmosphere. Multiple learning style questionnaire is applied	Speaking.		
2	Introduction of the unit.	Getting learners familiarized with the aims and content of the unit.	Speaking Reading.		Visual. Auditory Logical. Interpersonal.
3	Greet someone arriving from a trip	Ppt. Use realia to simulate situations Role plays	Speaking Grammar	Past tense – verb be.	Visual Auditory Logical Kinesthetic Interpersonal
4	Ask about someone's vacation	Ppt. Vocabulary cards. Role plays	Speaking Grammar	Past tense – simple past tense.	Visual Auditory Logical Kinesthetic Interpersonal.
5	Discuss vacation preferences	Ppt. Previous experiences. Devices with internet connection	Speaking. Listening	Listening for main and supporting ideas.	Auditory Technological. Interpersonal
6	Describe good and bad travel experiences	Ppt. Previous experiences. Role plays.	Speaking Reading Writing	Texts Travel brochures Personal travel stories	Interpersonal. Intrapersonal. Visual.
7	Video	Video. Video worksheets. Role plays	Speaking		Visual Auditory Interpersonal Kinesthetic
8	Review	Review activities designed to practice what has been learnt.	Speaking Reading Writing Listening		
9	Topic introduction	Getting learners familiarized with the aims and content of the unit.	Speaking Reading.		Visual Auditory Interpersonal

10	Shop and pay for clothes	Realia: articles of clothing, fake money, credit cards, store signs.	Speaking Grammar	Object pronouns	Visual Interpersonal Kinesthetic
11	Ask for different size of color	Realia: articles of clothing. Ppt.	Speaking Grammar	Comparatives	Visual Auditory Kinesthetic
12	Navigate a mall or department store	Maps of department stores.	Speaking. Listening	Listening for main and supporting ideas.	Visual Auditory Interpersonal Kinesthetic
13	Discuss clothing do´s and don´ts	Ppt. Authentic reading material.	Speaking Reading Writing	Clothing catalogue Diagrams and plans A travel blog	Visual Auditory
14	video	Video. Video worksheets. Role plays	Speaking		Visual Interpersonal Kinesthetic
15	Review	Review activities designed to practice what has been learnt.	Speaking Reading Writing Listening		Visual Interpersonal Kinesthetic
16	Exam practice	Ppt previously used. Role plays. Songs.			
17	Final evaluation	Written: The final exam evaluates different skills: listening, writing and command of language			
18	Feedback	Students are given final scores.			

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ANNEX 5

Activity 1: ACTIVITY FOCUSED ON NEW TECHNOLOGIES

The activity was used to use the grammar structure of past tense actively and develop communicative competence.

Aims:

- Encourage use of social media to critically create a story and tell a story in the past.
- Practice reading and writing
- Foster the use and development of digital competence.

Procedure:

- On Pinterest show a picture of a situation.
- Have students look at it and brainstorm some ideas about what it might be about.
- As an example have them come up with a story of the picture. Encourage use of past to describe a past vacation.
- Have them work in groups of 3.
- Tell them they have to decide on a topic and create a board on Pinterest that describes that topic. They can only "pin" 5 pictures.
- Under each picture they are to write a short description of what happened or what people did.
- Each group will be assigned a board.
- Based on the pictures they have to create a story. Encourage use of past tense.
- Each story will be published in the class blog (make sure the pictures are included in the blog entry)
- Each student comments on the other stories.
- A dramatization activity could be included

Reflection

Even though Pinteret is not widely used it serves great academic purpose. Students were engaged and had bonding time while working which contributed with creating a nice classroom atmosphere.

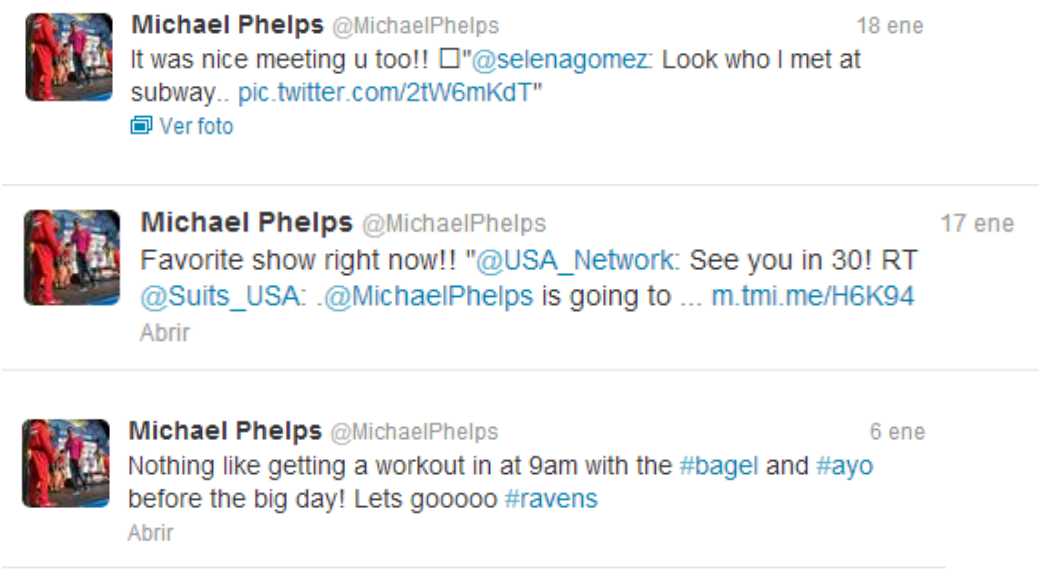
Activity 2: TWITTER STALKING ACTIVITY.

Aim: review past tense using technology.

Procedure:

- Introduces students to the notion of twitter.
- Ask what twitter is about. It is a microblogging site.
- Tell them to follow some of their favorite athletes or favorite singer on **twitter** ("Twitter stalking"). Then have students read his / her updates. After the time has passed (and they have gathered enough information) have them write a little paragraph about them. Tell them to report what they did.. In order to do so, encourage them to focus on a number of posts only.
- Encourage them to critically think of reasons to support their ideas.
- They should post the final paragraph on the class blog. Once the entries have been made. Have the class comment on each of the athlete's personalities.

TWITTER STALKING SAMPLES



Expected results

Michael Phelps is my favorite athlete. He is an amazing swimmer. He is a very nice person a he likes meeting celebrities. He met Selena Gomez a few days ago. He likes watching sports programs and working out very early in the morning. On Christmas he got up early to spend time with his family and open gifts.

Usain Bolt is the fastest man on earth. He went to Brazil some time ago and he was very excited about it. He always recommends people to work hard to achieve their goals. In January he went to the beach with his friends. He had a great time. On top of that, he really enjoys Sundays.

Reflection

There was a positive attitude towards this activity. Most students knew about twitter and some even use it regularly. One of the constraints concerned having an account. Students were encouraged to create one in case they did not have it. Students were given example of how to do the task and then they had to share the results with the whole class once they were done.

An alternative to having an account could be pairing students in pairs to get the data so time is saved in creating the accounts.

Sample activity 3: ACTIVITY FOR DEVELOPING VOCABULARY

Aim: students will expand their vocabulary.

Material: smartphones or tablets.

Procedure:

- Students can work in pairs or groups.
- Encourage students to expand their vocabulary.
- Show some words which are commonly used to describe vacations.
- Most common words include: nice, exciting, boring.
- Have them use smartphones or tablets to look for synonyms for the words. Students are given a marker of specific color and they have to write their words on the board. The team that has more words written is the winner. Show some possible apps to download.

- After the information is collected encourage students to use them effectively. Show PPT with some situation describing vacations and have them have a come up with conversations.

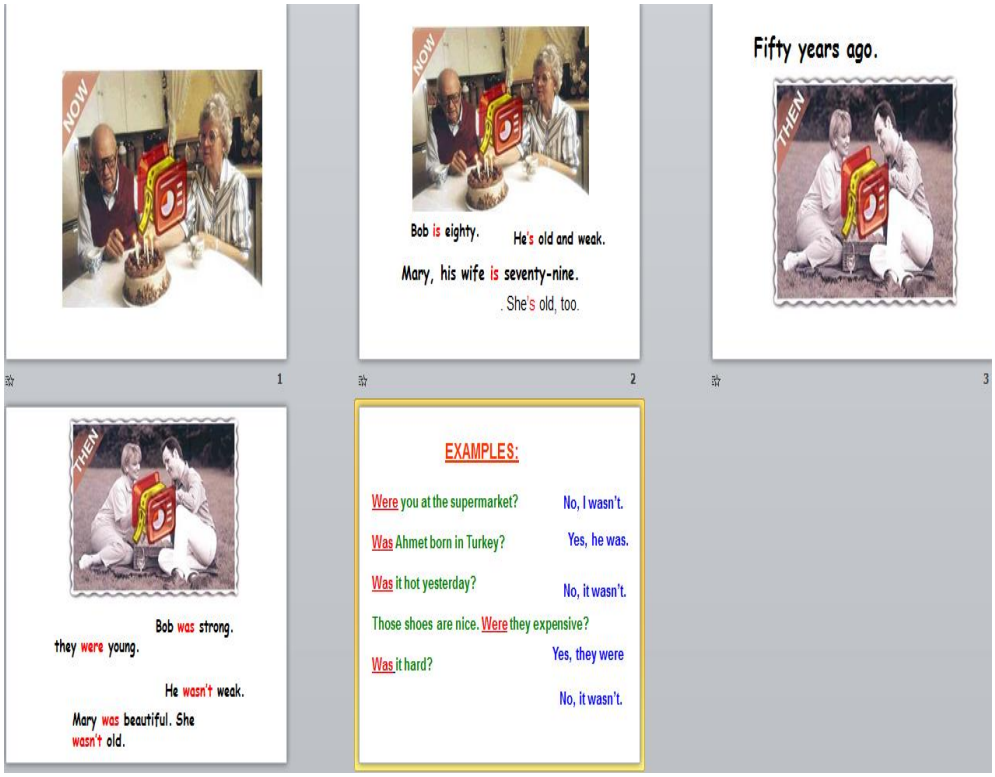
Reflection.

90 % of the students had access to either smart phones or tablets and there is internet connection at the institute so having access to the apps was not a problem. Students were surprised to use the task

ANNEX 6: Sample PPT´s.

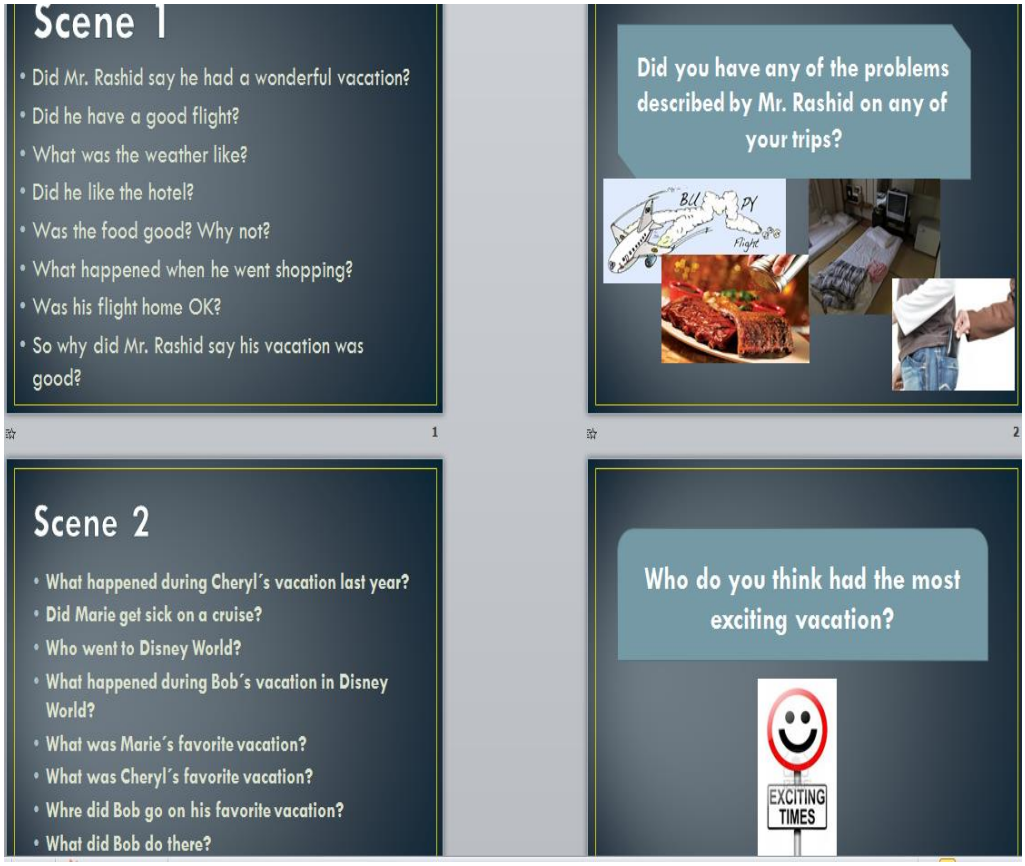
II SAMPLE PPP- used to introduce vacation topic

PPT used to introduce topic of past tense of verb be.

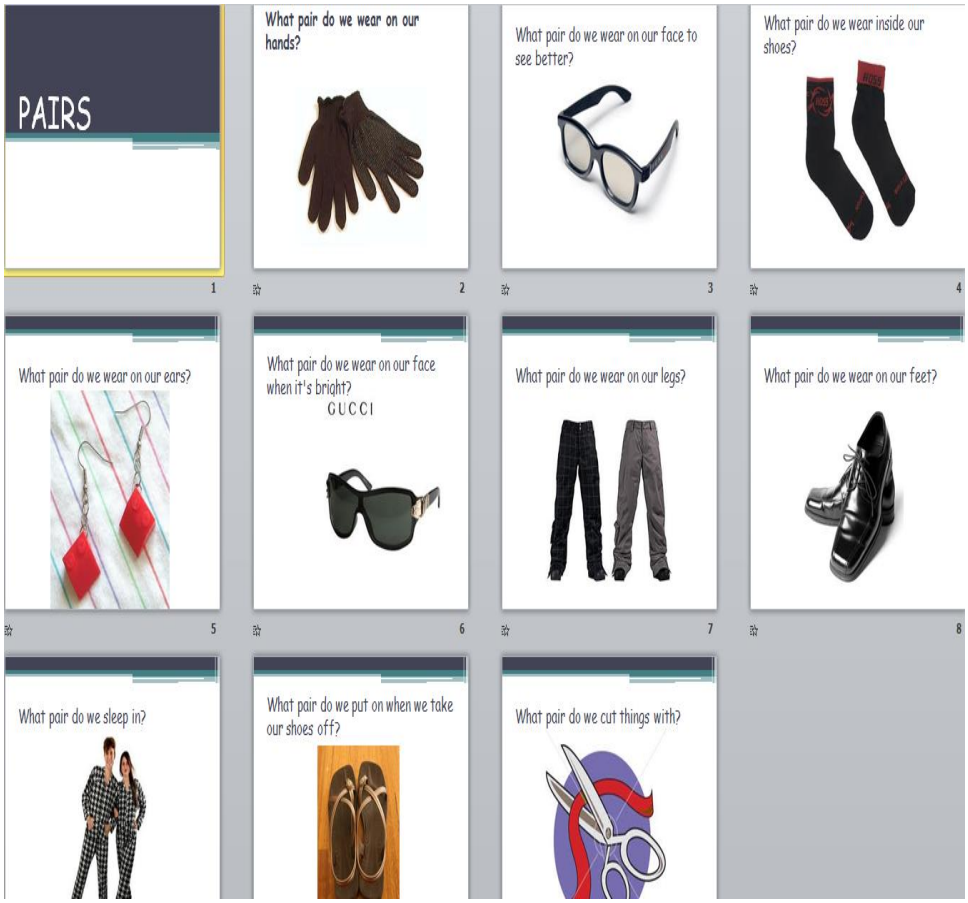


The aim of the PPT is to familiarize studentes with adjectives commonly used to describe vacations. This PPT later led to an expand-your-vocabulary activity

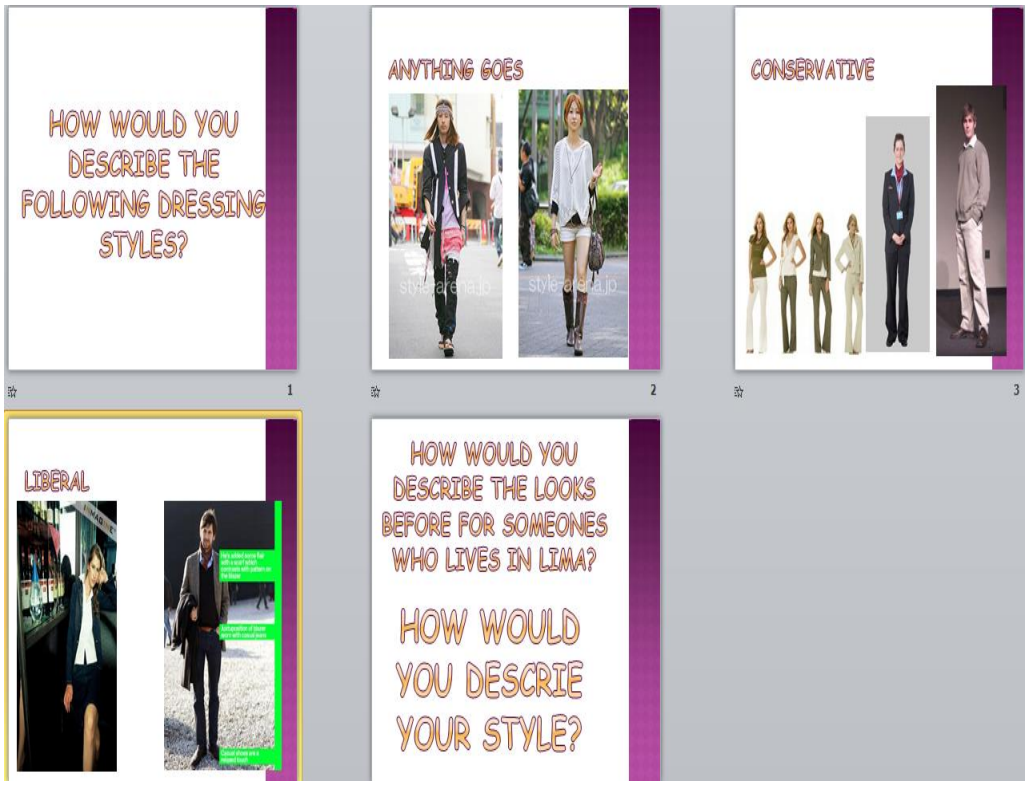
PPT used to work with video sessions.



PPT used to practice vocabulary actively and in a fun way.



PPT used for Reading warm-up. It intended to activate prior knowledge and encourage critical thinking.



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ANNEX 7

TRANSCRIPT FROM FOCUS GROUP

Focus group – learning styles

D: OK guys, so thank you so much for being here. As we mentioned before this focus groups is about learning styles and so all the information you can get us would be really important and interesting. The first thing I want to know is how long you have been teaching; in general ... how long have you been teaching?

Y: I have been teaching for like 5 years.

D: 5 year Ok. What levels?

Y: So what levels?

Y: all levels. Like basic, Intermediate and advanced.

D: What about children, too?

Y: well, children too, but I started like a couple years ago, so It was like a nice transition.

D: nice, nice, nice … what about you guys? How long have you been teaching?

P: I started like 10 years ago…

D: 10 years ago

P: yeah, but then I stopped, because I started with kindergarten

D: Ok

P: I taught kindergarten, for like 3 years, it was great and I stopped and I came back… I went to a school a high school and then here

D: ok ... so 10 years. Anybody else?

D2: Me, I have been teaching for over 15 years.

D: 15 years, ok.

D2: Yeah … not that it means anything.

Laughs

D2: and all levels, you know. It is like there are pre-schoolers, elementary … high school um … well with junior courses, but not in a a school, just to substitute a teacher, adults.

D: nice … anybody else?

A: I have been teaching …. In general … 11 years?

D: 11 years, Well, that is long, long time.

A: I started with kids first, private classes. And then I was assigned to teach Cambridge, so normally I had the beginners, which is the … the starter's levels is around 8-9 years, more or less …. And then I have taught all the levels in school in and institute too.

D: so many, many people

A: Yeah

D: you guys, have similar experiences?

R: WELL, ABOUT 6 YEARS…. I teach from children to adults … different levels.

D: Different levels.

L: For about 5 years.

D: What about you?

G: 6 years

D: 6 years.

G: Yeah, all levels too. I also have experience working is a school, and … but I taught …um … girls from 9 or 10 years old to 16 years old.

D: nice, what about other fields. Have other fields influenced your teaching.

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Well,

D: Other fields, It like a lot of us have been in touch with another career before teaching.

P: Translation

R: Tourism

D: Tourism, any other field?

G: I studied arqueology … that is why I like teaching adults. (laughs)

D: Ok guys, so in your opinion, how do most learners learn?

A2: In more than one way.

D: More than one way.

A2: Some of them are visual, like pictures. With children they like to play games, they like cartoons, things they watch on TV. For example my children like … they enjoy when we use some games from web pages, like PBS and the cat in the hat ...

D: nice, any other comments.

R: people have different ways of learning. Some people have to move to learn, some others like to listen and pay attention to what you are saying… other have to write to remember … so different learning styles

D: different styles for sure.

P: it also depends on …I do not know … on the area and the age. I remember when I taught kindergarten I taught for the first time in a school in Callao and the place was very poor. For example here if I show a picture ok ... that is a picture, right, but for them it as a picture and a song it was great for them …

P: I had to bring my radio and everything.

D: So a lot of times how they learn depend not only on their learning styles and their social setting around them

YEAH. That is right.

G: Also their background, because … for example adults are used to old school learning so they would rather listen to you than … I mean when you ask them to think about something or to figure out a grammar rule … they find that … sometimes it is challenging, but sometimes they do not like it, because that is not the way they learn.

D: Exactly

G: So they would rather have the teacher give you information and input

D: In a more traditional way

G: yeah.

D: that is also something we have to deal with, right.

D2: They preferred to be

more passive students than active students.

D: and do you think that is how people can learn?

Y: it works for some people. It depends on their learning style. Some people like they said, they like to move they like to discover the grammar rules and vocabulary themselves, but other people they just do not like it and they prefer ... ok you are the teacher, you give me the answer, because in the classroom you have passive and active learner, there are people who like to do it by themselves and other people they just like never talk… o it is a bit challenging.

D2: Shy, outgoing, you know

Y: Type of personality, you know, it also affects.

D: it influences … a lot ... a lot.

A: but is not like their learning style… I think they can learn in different ways … like here for example, many students they complain … we have to stand up, we have to this, but them in the moment they do it and they find the way to enjoy it.

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D: Exactly ... so that leads us to something that is quite interesting as well ... so can learning styles be taught … or is it something you are born with and you stick with all your life?

L: I think they can be taught.

G: I think it depends on the age too… it is easier to have for example to have a child that goes to a school that is more conservative, right, and have a more conservative methodology and then when they come here they are able to switch from that for their Saturday courses … they just go with whatever you ask them to do, but I think for grownups it is more difficult.

D: ok.

G: it is difficult for them to change their learning styles.

D: ok. So, any other comments?

A: If we compare, for example, the type of methodology we had when we were in school, back then the teacher was the star, so you had to follow and the teacher would be the one conducting where he or she wanted the students to go. So there was not much, at least, I remember my primary teacher, if I said anything, no I am talking, but I wanted to participate and I could not. So I think as has gone by methodology has changed, in order for our students not to feel like they are not able to approach the teacher, so in the past we were taught to be afraid of the teacher … I do not know whether we have changed … um… or we do not respect as much, but know, we approach … the students … we praise them up in order to for us to know how they learn.

D: exactly

A: but we want them to at least, the classes that I like, I like to feel the feedback, not just me giving it all out, but also them telling me about, what they felt comfortable with or whether they understood or not, or make it more personal so if I ask them to help me out with an example, they would make it memorable, otherwise if I just give my life out it would be boring to them … now the teacher goes again … and they might not even learn, because it was not memorable for them.

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D: interesting, and so this lead us to another very interesting question. We are always, constantly concerned about our students, catering for their needs, but what about you guys, how do you learn?

Silence for a few seconds.

A: well, for some time… I have Japanese background … I try to learn with books that my father gave me. What I have been doing, is I have been downloading apps, and I have been practicing with them, I mean, for example the writings that I have been doing, another thing is listening, I have been listening to podcasts and they have been helping me a lot.

Ok so you would be kind of technological, you learn through technology

A: and listening …

D: and listening ok.

L: That is a curious questions, because yesterday, my 7:00 am class, one of my students told me that is easier for her to learn when she is listening to music, especially Bruno Mars.

D: That is very specific …

L: she likes Bruno Mars … so today she is going to play Bruno Mars songs so she can study for tomorrow´s test. And that is also that I can associate with me because when I study I like to listen to music.

G: Bruno Mars?

Laughs

L: Bruno Mars, also, but also classical music. I think classical music that helps us relax and not think too much on the pressure of the exam and learn better. That is my experience.

D: nice. Any other? How do you learn?

G: I go to university. I am going to university … this year. And I notice that I have a visual memory so if a teacher goes into the classroom and he speaks, speaks and speaks I have a hard time remember what he said

so What I need to do is I always take notes and so that way I can see my notes and I can remember.

D: Kind of linguistic learning.

A: Doodling. It helps me when I was in college. But for study purposes I also need music, but it depends on the style, for example, if you want to do something fast I play electronic music like when you go exercise, whereas when I read a book … for example, for leisure time I wanted to read the Lord of the rings or something that had mythology I listen to country music or instrumental music, but also I need technology. It works because I focus.

R: I have to move. I cannot be sitting down. I have to move. I walk and talk and go around. Anything that helps me keep awake … because I am not that memoristic.

D: ok, ok … what about when you were growing up or you were learning the language. Were you taught the way you learn?

No … a little bit.

G: There was not as much technology as we have now so I guess teachers found it a little harder to use the resources that we do have now.

D: **ok, but what about in terms of other intelligences? Because most people are technological now and they always are looking for ways of getting technology to help them achieve any goal they have, but back then we did not have as much technology as we do now, but what about other learning styles? What about that?**

A: my favorite teacher … she was an exchange teacher, so she came from NY and I loved her class, there was so much passion about it. She came and she taught us this course which was active study, which was not purely grammar, so every class the first thing she wanted us to do was like a warm-up, and every class we were supposed to bring any song that we liked, our favorite song, we were supposed to bring the lyrics and everybody else learn it, or at least know what the song said and then she explained the real meaning of the lyrics, but also she asked us ok what does it transmit to you. She made it about you. And also I loved that every time we had to learn vocabulary it was never in the classroom. We were supposed to find in the whole school, things that were related to the

vocabulary she was teaching us. Of course it took time, but it was memorable.

G: is this only about English?

D: basically learning languages.

G: well, I studied in a school, and they taught us English. The level was quite good, I remember they had English divided in 4 courses, reading, writing, grammar and speaking and I really liked that, because we had the chance to do different things with each teacher. We had for example a teacher who would come in and we had a book to read and we talked about stories, it was mainly short stories the ones we had to read and of course there was a lot of reading comprehension, but there was also critical thinking and analyzing the characters, it was really nice I really enjoyed it.

P: What I remember the most about learning English was the conversations. I do not remember anything else, but the conversations, because I could practice my English and every time I finished a conversation the teacher was like, come on, very good, they always praise students and I thought I was doing well, because I did not study English at school, I studied at an institute and it was very difficult for me because I did not have the opportunity to practice at school and when we had to practice with my classmates and friends I was very happy. I do not remember the grammar, I remember the conversation. I could put everything into practice.

D: and so you enjoy engaging in conversation to learn.

P: yes.

D: nice. And so something that is quite interesting is that not always teacher target what we like nonetheless we can speak the language now, we have acquire the language, so this lead us to the next question and it is do learners learn best when we assume how they have to learn? How do you target learning styles? How do you find out about your students learning styles? We mentioned before that it is important to teach the way they learn, but how we as teacher collect that information?

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Y: you experiment. Like at first you can try being mechanical, it is not good, but it works for some people, but then you see that your class is getting bored so maybe you are like a little more dynamic, so you just keep trying until you find the ne for that specific group, because I do not teach the same way in all my classes, so I have to adapt to them, so by experimentation.

D: nice, any other?

A: I think it depends on the skill. For example whenever there is a speaking, some people do not like to move because they are very lazy or because it is really early, but the ones at 11 they have woken up. So the speaking task can be boring so I preferred to switch them up and have them work with different people and they interact with each other. I have them work with different learning styles and not only with the person who is sitting next to them, but with all the class.

D: so experimentation would also be the one. Any other way of getting information from your students or basically experimentation?

D2: Well, I do not do that, but I know that some teacher probably do surveys, you know just with some simple questions, like for example, do you like watching videos? What kind of videos do you like to watch? Do you watch videos on sonny or warner because you want to learn another language or because you like the videos? Is another way you know? Some may have a survey at the beginning of the course?

D: And you have done it?

D2: no, I have not tried that, but I know, I supposed almost all students like technology so they might like things like movie segments or those kind of things.

D: so we have experimentation, and we have surveys?

Y: observation too. When you are experimenting then you see the way they react and you see if your method works or not and you see if you have to change it and you can vary a little bit so you can adapt it.

D: exactly

Y: so I think observation and experimentation are linked.

A: but even though they may have specific learning styles, I think we have to try to used them all because first of all, if you keep on teaching one way some of them might get bored, even if at any moment they learned from that, because you have to teach them to use their skills, for life because things are not always going to be adapted to their learning styles, for example, some people might be more visual, they like to speak more, but they make have to do more writings, so they need to know how to do it.

A2: if you impose one learning style specifically, then you become predictable. They know … ok… she is going to show the picture, but maybe the picture is not for vocabulary is for speaking, but if you do tend to do the same all the time, you become predictable and then you become boring. Maybe for some it would be practical because you are teaching them to some parameters, but if that is theoretical practice it might work, but if you want someone to learn something it might be predictable.

D: it is practical to follow certain patterns and it is safe for teachers and learners, so how much of this practical elements do you include in your classes or do you take the challenge to go and try new thing regarding learning styles?

R: well, I divide my class or I think about my classes in this way. I have different students, there is a practical way, this is gonna be this way, and then I try to segment it for people who like to move, we have conversations and they have to stand up, the people that likes to listen, ok they can practice pronunciation or do something that means something to you. So in that way I cover as much as possible, but I try to make them all participate and enjoy and somehow relate to what I am doing.

D: so to have something for everybody.

Y: but following the patterns doesn't necessarily mean you have to be predictable or repetitive like you can always spice it up a little bit. Like, when she said, a listening task can become a conversation task you can always be creative. That is something that we teachers have to do, be creative. Like how do I do these guys learn in a fun way, so they actually remember? When you teach them something like vocabulary and the next day you ask them, do you remember this word and they are like "no".

D: it has not been memorable.

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Y: yeah. So I think that is a challenge.

D: It is a challenge right? That is related to the next question. We cater for different learning styles, and we very likely have all of the possible learning styles in one classroom, **so what are some of the challenges that present for us as teachers?** It is certainly not practical in the sense of preparing materials, and working with tasks, what are some of the other challenges that it presents to cater for learning styles in the classroom?

P: the attitude of the students. Some of them are here because they need to or they have to. They need that for university so if they do not want to learn, they are not going to learn, it is going to be difficult because you need to do extra things to capture their attention. For example I have one student from induction and she said that she was here because she was forced to this because of the university and that she was not going to use English in the future that she was going to use Quechua. But you are here, maybe you can learn, no I do not want to to be here, I do not want to learn. So it was crazy. Yeah I try to do many things to capture the attention, it was a little difficult, but at the end she liked it, because she participated with the other ones and everybody was like "guau" and I remember that I showed a video from friends, that they start introducing themselves and they said hello, nice to meet you and they said, "Oh I understood that"

D: so when teaching them the way they learn the motivational aspect increases?

Yeah

D: ok In what ways or why do you think it increases?

A2: you see the results. You see that they find it enjoyable and they feel like they can do it and they gain confidence, ok so I find it challenging at first, but then I can do it.

D: Ok, good. As a teacher we have many things to deal with, it is not easy being a teacher regardless of what people think, specially being an English teacher. And so … **have you ever had an experience in which you had a student have a very negative attitude towards English and then once his or her learning have been catered, there is a change in that situation.**

A2: sometimes they are very, very motivated, but there is … in general as life is … you do not always approach students as you would like to, because of personality or because they like your class maybe, but they really do not like you that much … they understand that they are learning, but you have not been able to approach students as much as you would like to. So I have had a student … a couple actually ... that whenever I was supposed to give them feedback and I gave them a certain score, they considered it to be unfair on unfit for them … they said you are way too strict, too demanding and you are expecting too much from us and I am motivated and I feel you are bringing me down and I am like … how am I letting you down? Because I am actually praising the things that you do, not because I am lying to you … because If I have this score, then why do you say it is ok during class … because it is ok during that moment, but it is not … I mean … you have to be careful in how you give them the feedback too, because I could not have told that student you are not good enough for that level, but I expected more. If I give things way too easy, then they are going to relax or they are going to probably not be such believer of the feedback that I give them… I try to be neutral with the feedback I give in class.

L: It is like students do not take criticism that well.

Yeah

L: I Have had a similar experience with a student who was expecting to get a higher grade and he was so frustrated, when he did not make it, that it kind of frustrated me too … it was like maybe there is something I could have done better .. it was like let me look…. Kind of analyze your class because of the things you have said and it turns out that it is not you, it is just that the students, they do not like to hear that they are doing bad because they expect me to tell them ok you are doing fine, you're doing ok and they want to pass. Some of them … specially the younger, they depend on their parents and sometimes parents press students to pass the course so that is what was wrong with that student … his mom was pressing him so much that he was like I cannot repeat.. I cannot and he was so nervous that that stresses him even when he is in class, because he has to pass, he has to pass it does not let it flow.

D: so it is something that constraints a lot the results of the class.

Yeah

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G: Regarding feedback it is very important to tell students at the beginning of the month what you expect from them because if you do not they know really what your criteria is ..

D: and in terms of catering for learning styles, do you assess your students … do you give them feedback based on their learning styles? Or do you have a general approach to give them feedback? I mean, we mentioned before that learners probably learn better when we teach them the way they learn, so what about assessment?

A: Well, for example sometimes in general terms, for example in speaking, you praise them for their ideas, but depending on the students you do not correct the mistakes in that moment … sometimes you collect them mistakes and write them on the board, not the exact phrase … but some of them realize … oh, that is similar to what I said …

Y: Or when you give feedback, you do it in a very general way, but then I think … What I do is give student very specific feedback. The general feedback is like ok guys you are doing good, but practice the grammar a little bit more … because you notice a lot of people do the mistakes, but them when they see their scores you say I think this would help you because I have noticed in class that this or that is working for you when you are learning, but them another person does not learn the same way, so I recommend that you do this and you do that so … the general feedback I think you always do the general feedback, but then you go one by one and you try to recommend something for them that is actually gonna help them.

D: Exactly, so you do cater for that.

Yeah

R: I do something similar. I tell them first the good things in general, your speaking is good, your grammar great, your writing is very well, now these are the aspects you have to work with … I am telling you, check this …

D: Something specific for them… check the way you are making questions or read this the organization or something …

Y: Constant feedback, not specific, but general … because then, when they see their grades or they do not pass, they just … you never told me … I mean I … I told you every day …

D: And so in terms of the learning styles that … we mentioned before that through observation, experimentation or even inventories, we find out about out students´ learning styles. Now, that is a process, it probably happens the first day of classes, and **because of the time we have available, sometimes it is not possible to target all learners needs, so in general what are some of the learning styles you guys targeted the most in your classes?**

A: well, one of them I think is the Interpersonal. Get together or compare your answers, sometimes you give them a little task … together find the mistakes

D: Ok so working together … socially … interaction. So we have the interpersonal, any other?

A2: The Intrapersonal, because if they do not actually know … or they cannot actually relate something within their background, they will not be able to share, I f I am in my own shelter, If I am in my own bubble, I am not able to share and they will not be able to communicate.

D: Ok so intra and interpersonal. Ok any other?

L: Visual,

d. For sure, in what way?

L: Showing pictures, videos, realia

D: And do you think there are some learning styles that are neglected?

R: Maybe not neglected, but more difficult to work with.

A2: Mathematical – Logical

G: Speacilly the ones that take more time.

D: Ok such us ?

G: I do not know … spatial

A: For example I would love to do the things that my teacher did … so far I have been able to do that in school … It is more difficult with adults, because we have to think of many things … structure, timing, I have seen a teacher do it … I think it was Basic 10, we went downstairs opened his car and he had tags and stuck them in the car and the students were like I want to participate … and I thought it was wonderful, but time-consuming.

D: But it was time-comsuming

Yeah ….

L: The ones that are art-related are also time-consuming … for example the ones in which you show them a picture, instead you make them create the picture … that would take like a lifetime, because they have to draw, maybe paint and then create so you cannot do comics in class for example. That is something we may give as homework, but not all students are artistic, if they are in the classroom, they are all motivated and they would all do it,

D: Do you think most learners are aware of their learning styles?

No,

D: No, ok … why do you say that?

Y: I think students … they just that when they are learning another language … is like … ok I am going to go to class I am going to sit down and the teacher is going to explain everything and somehow I am going to learn… I think that is what they believe … but there are different methods and you also learn by teaching, so it is a two way street, like… you do not realize as a teacher that you are going to have to be prepared, you always have to keep learning, so it is difficult to just do not accept that you do not know everything and then the learner is in the same position … ok … I do not know how I am going to learn. And they start asking …

D: and that is how they discover their learning style

A2: Well, they do not know about their learning styles, because when it is different, what they do, they think it is challenging and you realize … ok .. these guys do not learn that way. But it is not that is difficult, but because it is hard to adapt

D. Do you think it has to do with traditional ways of teaching? That people are not aware of their learning styles?

Yeah.

P: In induction classes, they are always afraid the first week, because when I enter I go Hello and everybody is like … what? It is induction … they are always afraid, because normally at school they tell them what to do, but we use other techniques

D: Are you afraid of trying new things regarding learning styles or you are willing to try those out?

I am willing.

A: I guess it depends on the course … because if it were math I would never even open my mouth …

D: And do you guys encourage your students discover their learning styles?

Y: You have to, otherwise you would not be doing a good job.

D: Ok. Thank you guys that has been all.