UNIVERSITY OF EL SALVADOR

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UNDERGRADUATE WORK TOPIC:

"LEARNING STYLES OF THE INTERMEDIATE INTENSIVE I STUDENTS, DURING THE SECOND SEMESTER 2010 AT THE FOREIGN LANGUAGE DEPARTAMENT IN THE UNIVERSITY OF EL SALVADOR"

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II.   EARCH QUESTIONS

This study will identify the targeted students learning styles and provide information about them. In addition, it will determine the most predominant learning styles among these students. The investigation will be conducted in the Foreign Language Department at the University of El Salvador. The present study, within the educational environment, and specifically concerned with students learning preferences, will be addressing the following research questions:

Main Questions

1. What are the Intermediate English I course students' learning styles?
2. What are the most predominant learning styles among students?

III.   PURPOSES

1. To provide information regarding to the Intermediate English I course students' learning styles.
2. To identify the students' learning styles.
3. To determine the most predominant learning styles among students.

IV.   RATIONALE

The idea to carry out a research on "Learning styles of the Intermediate Intensive I course students, during the second semester 2010 at the Foreign Language Department in the University of El Salvador" emerged from different reasons, one of them is the lack of previous systematic fieldwork-like researches on this topic focused on the learning styles of the Foreign Language Department students. Even though there is research about it, this research was not a field-work type. Also, taking into account that the English major is focused on teaching it is important to know information about this topic since it is an important factor in the teaching and learning process. Moreover, the researchers decided to work on this research due to their own learning experience, in which they noticed that among their classmates there were variations in learning preferences, which in many cases neither the professors nor the students knew or were aware of. Besides that, researchers noticed from their own experience, that in some courses teachers never varied the way to give their classes, falling into a monotonous process that caused disinterest in the class, lack of attention and even boredom among some students.

The findings of this research, focused on the students of the Foreign Language Department, will help teachers to know about the most predominant perceptual learning styles among students and to be reminded that it is important for the students to be provided with a variety of learning experiences in order to facilitate their learning process. By knowing about students' learning styles, professors will keep in mind that there is a diversity of learning styles among their students

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which will therefore make professors aware of the variety of teaching strategies they could use in

order to address students learning styles properly.

V. SCOPE AND LIMITATIONS OF THE RESEARCH

Within the range of the next pages, this study focuses solely and with special care to find out the perceptual learning styles of the English Intensive I course students, during the second semester 2010 at the Foreign Language Department in the University of El Salvador. This research is purely devoted to find out the learning styles of these students, and determine which learning styles are the most predominant among the students. The present research does not pretend at any moment to accomplish any further purpose. The reason why it specially centers on the perceptual area of learning styles is because most of the scholar research on learning styles is in fact under the perceptual view. That is, most recognized educators and pedagogues agree in ideas with regard to learning styles, and arrive to the conclusion that learning occurs through our senses, hence the name *perceptual* in learning styles. With regard to the participants, the nine groups of the Intensive I course students were part of this study, being that the total scope of this study with regard to demography.

As concerns limitations, lots of factors hindered the process of the research. One of them was with regard to the data collection instrument. When asking professors for permission to administer the instrument (Learning Styles Inventory), one of them said that since the instrument was long, it could not be passed during the class, but rather before or after the class. Another difficulty experienced was with observations. Since the research team consists of three members, and there were nine groups to observe, each at a different time (morning and afternoon), and some even at the same time, it was quite difficult to observe them all, for this reason only five groups of the Intermediate Intensive English I course were observed. With respect to the administration of the instrument, however, all groups were considered. Another limitation was with relation to professors interviews (an extra data collection strategy). The inconvenience was with regard to

time, for it was necessary to make an appointment with professor' in order to have them interviewed. There was another difficulty with the observations, and it is concerning the groups to be observed. They were large groups. For this reason it was complicated for researchers to fully keep track of and monitor the events and situations going on in the class, but the best effort was made to accomplish the purpose of the observation satisfactorily.

VI.   DEFINITION OF TERMS

Absorb: to learn; acquire: *"Matisse absorbed the lesson and added to it a new language of color".*

Acquire: to gain for oneself through one's actions or efforts: *to acquire learning.*

Affective: of, caused by, or expressing emotion or feeling; emotional.

Argumentative: 1. fond of or given to argument and dispute; disputatious; contentious: *The law students were an unusually argumentative group.* 2. of or characterized by argument; controversial: *an argumentative attitude toward political issues.*

Auditory learners: understand ideas more quickly when they are heard than spoken.

Students with an auditory learning style learn most efficiently by hearing the material.

B.A.: Bachelor of Arts: a first degree in a subject such as languages or history from a college or university. A first degree in a scientific subject is a B.S.: Jen has a B.A. in literature.

a. used after someone's name for showing that they have earned a B.A. degree

Behavior: the visible or observable signs of a person's psychological response to his or

her internal and external environment.

Bodily/Kinesthetic intelligence: the ability to control body movements and handle objects

skillfully.

Cognition: the higher mental process by which we understand the world, process information, make judgments and decisions, and communicate knowledge to others.

Cognitive: of, relating to, or involving conscious mental activities (such as thinking, understanding, learning, and remembering).

Educational: tending or intended to educate, instruct, or inform.

Educator: An educator is someone who is specialized in the theories and methods of education.

Faculty: A department or group of departments in a university: the Faculty of Medicine, the Law Faculty. 2 AMERICAN all the teachers in a university, college, or school: a meeting for students, faculty, and administrators

Field dependent individual: is a global learner who is socially oriented and extrinsically motivated.

Field independent individual: is an analytic learner who tends to work independently.

Field: may be perceptual or it may be more abstract in referring to a set of thoughts, ideas, or feelings from which your task is to perceive specific relevant subsets.

Fieldwork: is the gathering of information about something in a real, natural environment, rather than in a place of study such as a laboratory or classroom.

Foreign language learner: an individual who learns a new language in a country where that language is not spoken.

Heredity: the transmission of genetic characters from parents to offspring: it is dependent upon the segregation and recombination of genes during meiosis and fertilization and results in the

genesis of a new individual similar to others of its kind but exhibiting certain variations resulting from the particular mix of genes and their interactions with the environment.

Higher Education: education at a university or at a college of a similar level. Education at colleges that train people for particular jobs is further education.

Independent: to view oneself as behaving independently, competing rather than cooperating with others.

Individual: a single human being, as distinguished from a group.

Inquiry: a seeking or request for truth, information, or knowledge.

Knowledge: 1. the fact or condition of knowing something with familiarity gained through experience or association. 2. Acquaintance with or understanding of a science, art, or technique.

Learner: A learner is someone who is learning about a particular subject or how to do something.

Learning: 1. knowledge acquired by systematic study in any field of scholarly application. 2. the act or process of acquiring knowledge or skill.

Pattern: a combination of qualities, acts, tendencies, etc., forming a consistent or characteristic arrangement.

Perceive: 1. to become aware of, know, or identify by means of the senses. 2. to recognize, discern, envision, or understand.

Performance: 1. the execution or accomplishment of work, acts, feats, etc. 2. a particular action, deed, or proceeding.

Ph.D.: Doctor of Philosophy: the highest university degree

a. used after someone's name for showing that they have a Ph.D.

b. someone who has a Ph.D. degree

Preference: a feeling of liking or wanting one particular thing more than another.

Preferred: to set or hold before or above other persons or things in estimation; like better; choose rather than

Process: a process is a series of actions which are carried out in order to achieve a particular result.

Proficient: having a high degree of skill in something.

Psychological: pertaining to the mind or to mental phenomena as the subject matter of psychology.

Research: the detailed study of something in order to discover new facts, especially in a university or scientific institution: e.g. recent research shows that babies in the womb can be influenced by music. *Ex. She teaches a lot of classes and doesn't have much time for her own research.*

Retain: (of a person) to be able to remember (information, facts, etc) without difficulty.

Retrieve: to recall; remember.

Senses: any of the faculties, as sight, hearing, smell, taste, or touch, by which humans and animals perceive stimuli originating from outside or inside the body.

Sensory: of or relating to the physical senses.

Skill: the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.

Stimulate: to cause somebody to become interested in or excited about something.

Strategy: a plan, method, or series of maneuvers or stratagems for obtaining a specific goal or result.

Study: research or a detailed examination and analysis of a subject, phenomenon, etc.

Success: The favorable or prosperous termination of attempts or endeavors.

Teaching: 1 the job of a teacher: A career in teaching. Go into teaching (become a teacher): I'd like to go into teaching. Language/English/history etc. teaching: Museums and historic buildings are important resources for history teaching. 1a. relating to teaching: teaching methods/aids/materials members of the teaching profession. **2** The ideas or principles of a religious, political, or moral system of a particular person or group.

Tendency: a natural or prevailing disposition to move, proceed, or act in some direction or toward some point, end, or result.

Theory: a proposed explanation whose status is still conjectural, in contrast to well-established propositions that are regarded as reporting matters of actual fact.

CHAPTER 1

THEORETICAL FRAMEWORK

1.1   BACKGROUND

Within the University of El Salvador the existing research about learning styles has not been undermined, but it has not been sufficient either. In fact, among the research previously done, there are two that really address the subject in context. One of them is: Classroom Learning Styles and the Effects they have on Foreign Language Learners. This study was undertaken in 2003 at the Foreign Language Department. It is a bibliographical argumentative essay that describes, analyses, and argues the most relevant learning styles in the learning process. This essay states and proposes that students' success on foreign language learning is based on how students develop their learning style and the way they perform their abilities and characteristics in a classroom. The other study is entitled: Learning Styles and Strategies in the Second Language Classroom, undertaken in 2004 in the aforementioned department. This is a bibliographical essay as well. It aims to describe learning styles in a detailed manner, and it focuses specially on the effects that these produce in the learning process. Apart from these rather current inquiries no former research was found. Hence, this study aims to partially readdress these previous studies as well as to expand upon them through field work.

1.2   LEARNING STYLES

Learning Style proposes that different people learn in different ways and that it is good to know what one's own preferred learning style is. The learning styles theory suggests that how much individuals learn has more to do with whether the educational experience is geared toward their particular learning preference than whether or not they are "smart." Hence, if a student is smart, educators should not ask if that student is smart, but rather how that student is smart. The learning styles theory is based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently.

The fact that there are different ways of learning among students is something that has been discussed and it is considered as something relevant in the learning process. Being aware of that fact, it is important to define some terms that are essential to discuss this issue. The terms *learning styles* and *learning strategies* refer to the way that students approach a learning situation. Whether it is learning in the classroom, studying for an exam, or gaining new information from a community or from work, individuals tend to display fairly consistent patterns of learning behaviors. Once these patterns have been established, we tend to stay with these styles and strategies and to feel uncomfortable if we are asked to learn in a different style (Noel, 2008).

Regarding the definition of these terms Nunan (2003) says, the terms learning styles and learning strategies can be confusing and some English language teachers think they are the same thing, but they are not. These terms are linked to one another, but they are not the

same thing. For Kinsella (1995) learning styles refer to an individual's natural habitual and preferred ways of absorbing, processing, and retaining new information and skills. On the other hand, learning strategies refer to characteristics we want to stimulate in students to enable them to become more proficient language learners (Oxford, 1990). For Nunan (2003) the definition of learning strategies is this: "strategies are specific means that learners use to learn or improve their language".

Felder (1995) defines learning styles as follow: "The way in which an individual characteristically, acquires, retains, and retrieves information". For Raid (1995), on the other, hand Learning Styles "refers to an individual's natural, habitual and preferred way of absorbing, processing and retaining new information and skills". Learning styles have always presented a challenge for almost all educators, at every level of teaching, something every educator is well aware of. Research on learning styles reveals that students get the information through their senses and prefer some senses to others according to their interests (O'Brien 1989, Ehrman & Oxford, 1993). Hence, this process lets the students experience a change in behavior toward certain knowledge or abilities. However, there are so many people that do not experiment such an experience because they do not know or have not identified their tendencies or preferences that allow them to perform well in their studies, for reaching out the success in that particular study. For this reason, there are many students that fail in school or drop out of this process. Therefore, many researchers have been concerned and have explored about the cognitive, affective and physiological domains in order to understand learning styles.

1.2.1   Categories of Learning Styles

Reid (1995) claims that three major categories of learning styles are widely recognized and relevant to the field of foreign language learning: sensory or perceptual learning styles, cognitive learning styles and affective/temperament learning styles.

Cognitive styles relate to thinking, problem solving abilities and the ability to organize information. One type of cognitive learning style research measures field independence and field dependence in learners, writes Reid. The field independent students prefer to learn in a context where rules, instructions, discrete-point tests and imitation are emphasized. For the most part, field independent people are more likely to do well with numbers, science and problem-solving tasks (Wapner & Demick, 1991; Witkin & Goodenough, 1981). The field dependent students, on the other hand, generally prefer cooperative and experiential learning environments. These individuals tend to see patterns as a whole and have difficulty separating out specific aspects of a situation or pattern. Field dependent people tend to be more oriented toward people and social relationships than are field-independent people; they tend to be better at recalling such social information as conversations and relationships, to work best in groups, and to prefer such subjects as history and literature (Wapner & Demick, 1991; Witkin & Goodenough, 1981).

Another important cognitive style on which students differ is *impulsivity* versus *reflectivity* (Entwistle,1981)*.* Impulsive individuals tend to work and make decisions; reflective people are more likely to take a long time considering all alternatives. Impulsive students are the ones who always finish objective tests early; reflective students are often still chewing on their answers (and possibly their pencils) when time is called. Impulsive students tend to concentrate on speed; reflective ones concentrate on accuracy. Impulsive students can be taught to be reflective by means of self-instruction training, in which they are trained to "talk to themselves" while they

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work to pace themselves appropriately and reinforce themselves for step by step progress (Slavin,1997).

A last classification to consider within cognitive styles is: *Analytic* and *Global.*

Analytic. These learners would prefer to begin with the details of the information, moving toward the end goal, which they plan to reach at the end of the work. Some terms used to describe these cognitive styles are analytic, sequential, left-brain and concrete (Noel, 2008). Analytic persons work more effectively alone and at their own pace (Nunan, 2003).

Global. These learners prefer to think of the whole picture, desiring to have a grasp of the overall goals and ideas to know where they are headed before they begin learning. Some of the terms used to describe these cognitive styles include global, relational, right-brained, and holistic (Noel, 2003). Global learners work more effectively in groups (Nunan, 2003).

Affective learning/temperament learning style takes students' emotions, values and feelings into consideration. The focus is on the learner (i.e. his or her motivation, level of engagement, interaction and reception to feedback) and how he or she reacts to learning opportunities.

It is common for learners to seek ways to explore the knowledge content commonly associated with the cognitive dimension of learning in a manner that makes meaning to them (Buchanan & Hyde, 2008).This can be explored through the affective dimension of learning which is concerned with the reactions, feelings and emotions of the learner (de Souza 2004; Hyde 2006). Krathwohl et al. (1964) define the affective domain as 'the types of human reaction or response to the content, subject matter, problems, or areas of human experience'. Bean (cited in Himsland Lambert 1993, 259) expands upon this definition maintaining that the affective dimension is that

area of human character which deals with emotions, feelings, attitudes, values, predispositions and morals.

The affective dimension is implied in the learning process, and de Souza's (2005) curriculum model suggested that the teacher can provide opportunities for students to encounter the affective dimension within a classroom lesson. De Souza (2001) suggested that the affective domain is where a persons' emotional intelligence is cultivated. Attention to the affective dimension in the learning process can provide an opportunity to invite students to internalize learning encountered within the cognitive dimension by its potential to touch an array of emotions within the individual.

Attention to the affective dimension of learning which may lead students to make sense of the cognitive dimension by internalizing may transform a student´s thinking or perception. Outward expressions of any inner transformation may be expressed in situations where the complementarity of the spiritual dimension of learning is recognized (Buchanan & Hyde, 2008).

1.2.2   Focus of the Research: Perceptual Learning Styles

Of particular interest are for the present study the perceptual learning styles. *Sensory or perceptual learning* style has to do with the physical environment in which we learn, and involves using our senses in order to perceive data. In studies on perceptual learning styles, Dunn (1990) has shown that learners whose preferred learning style is visual may have difficulty learning where the teaching mode is through lectures (auditory) as opposed to auditory learners who may prefer them. Reid claims that research generally refers to learning styles as being points along a

continuum. In fact, learners may have more than one learning style and are able to switch or flex styles depending on the environment or task at hand.

David Nunan (2003) encloses the perceptual learning styles in these channels or modalities: visual, auditory, tactile, and kinesthetic. Reid (1984), on the other hand, makes the same classification, except that she considers two more channels: group and individual. These are her definitions for these modalities:

Visual. The person learns well from *seeing words* in books, on the chalkboard, and in workbooks. She remembers and understands information and instructions better if she reads them. The person doesn't need as much oral explanation as an auditory learner, and she can often learn alone, with a book. The person should take notes of lectures and oral directions if she wants to remember the information.

Auditory. The person learns from *hearing words* spoken and from oral explanations. She may remember information by reading aloud or moving her lips as she reads, especially when she is learning new material. The person benefits from hearing audio tapes, lectures, and class discussions. She benefits from making tapes to listen to, by teaching other students, and by conversing with your teacher.

Kinesthetic .The person learns best by experience, by being involved physically in classroom experiences. She remembers information well when she actively participates in activities, field trips, and role-playing in the classroom. A combination of stimuli, for example, an audiotape combined with an activity, will help you understand new material.

Tactile. The person learns best when she has the opportunity to do "hands-on" experiences with materials. That is, working on experiments in a laboratory, handling and building models, and touching and working with materials provide you with the most successful learning situation. Writing notes or instructions can help the person remember information, and physical involvement in class related activities, may help her understand new information.

Group. The person learns more easily when she studies with at least one other student, and she will be more successful completing work well when she works with others. The person values group interaction and class work with other students, and she remembers information better when she works with two or three classmates. The stimulation the person receives from group work helps her learn and understand new information.

Individual. The person learns best when she works alone. She thinks better when she studies alone, and she remembers information she learns by herself. The person understands new material best when she learns it alone, and she makes better progress in learning when she works by herself.

According to Sarasin (1998), the perceptual perspective allows us to take into account aspects of several well-recognized learning-style theories by synthesizing their important characteristics into an approach that is based on behaviors and/or actions that can be easily perceived in a classroom situation. Sarasin claims that aspects of the learning style theories of Gregorc (1995), Butler (1998), Sims & Sims (1995), McCarthy (1991), and Harb, Durrant & Terry (1993) reflect an approach based on the primary senses (visual, auditory or tactile) involved in learning.

1.2.3   Learning Style Inventories

Over the last several decades, at least 30 different instruments for assessing learning styles have been developed, analyzed, used in classrooms, and criticized. Some of these instruments measure the psychological aspects of one's learning style, such as those involved in the physical setting. Some instruments measure the cognitive styles of approaching learning. Some instruments measure affective or emotional involvement in learning, including attention and motivational factors. And a few other instruments attempt to determine how these aspects combine to create a learning style (Noel, 2008).

Discussions of four sample learning style inventories follow here. First, the Edmonds Learning Style Identification Exercise (ELSIE) is an inventory that can be used in the classroom to determine students' perceptual modality preferences, or learning senses. Second, the Kolb Learning Style Inventory helps understand the learner's cognitive style and the types of experiences that different students find most helpful in their learning. Third, the Witkin Hidden Figures Test gives a measure of students' cognitive styles as well, focusing on the students' relation to their learning and social environment. And fourth, the Dunn and Dunn Learning Styles Inventory provides a way to understand the students learning styles as a whole, looking at the complex mixture of the many multiple components of learning. These sample learning style inventories provide examples of what learning style research attempts to offer to teachers in their efforts to meet the needs of all of their students.

1.3   Multiple Intelligences

Multiple Intelligences, also known as Learning Intelligences, are regarded as the natural abilities or talent people have or display in the realization of a specific activity or work, or in the management of a given situation.

Howard Gardner (1983), one of the most notable scholars on multiple intelligences, bases his theory of multiple intelligences on his belief that the brain has evolved separate systems for different adaptive abilities that he calls "intelligences". According to Gardner, there are seven types of intelligence, each of which is developed to a different extend in each of us: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, intrapersonal, and interpersonal.

This is Gardner's classification of intelligences:

Linguistic intelligence is the ability to communicate through language. If you are good at reading textbooks, writing term papers, and presenting oral reports, you would be high in linguistic intelligence. People with linguistic intelligence are: poets, trial attorneys, comedians, journalists, etc. A person with high *logical-mathematical intelligence* would be good at analyzing arguments and solving mathematical problems. Examples of people with this intelligence are: mathematicians, analytic philosophers, computer programmers, scientists, etc. And a person with high *spatial intelligence*, such as a skilled architect or carpenter, would be good at perceiving and arranging objects in the environment. Other people possessing this intelligence are: artists, interior designers, surgeons, engineers, etc.

The remaining kinds of intelligence are assessed little, if at all, by traditional intelligence tests. *Musical intelligence* is the ability to analyze, compose, or perform music. Composers and singers have this sort of intelligence. A person with good *bodily-kinesthetic intelligence* would be able to move effectively, as in dancing or playing sports, or to manipulate objects effectively, as in using tools or driving a car. Dancers, mimes, and athletes are examples of people with bodily-

kinesthetic intelligence. If you have high *intrapersonal intelligence*, you know yourself well and understand what motivates your behavior. Examples of people with this intelligence are a counselor and a therapist. And if you have high *interpersonal intelligence*, you function well in social situations because you are able to understand the needs of other people and to predict their behavior. People high in interpersonal intelligence are better at judging, for example, whether other people are trustworthy (Yamagishi, Kikuchi, & Kosugi, 1999). A counselor, a teacher, and a salesperson are some examples of people who have this intelligence.

Gardner later added the *Naturalist intelligence* as an eighth type of intelligence (Checkley, 1997; Lazaer, 1999). This intelligence has to do with the ease to deal with the natural world, like biologists and scientist do. Currently, Garner includes botanists and chefs as exemplars of the Naturalist intelligence (Noel, 2008).

A multitude of learning styles and even more combinations of the different aspects make up individuals' learning styles and strategies. Each student in a classroom will present a unique learning profile with different preferences for settings, senses intelligences used, styles, and strategies for learning. By considering the possible learning styles and strategies represented in the classroom, the teacher can adapt the strategies and activities used in the classroom in order to best meet the needs of all students in the class. By closely and carefully examining the learning styles and intelligences, the language and communication patterns, the cultural backgrounds, and other characteristics that a student brings to the classroom, the teacher can take responsibility for providing an educational experience that is respectful of the students' identities while helping them learn in the ways that are most conducive to their approaches to learning and living (Noel, 2008).

CHAPTER 2

METHODOLOGY

2.1 Research Team

The research team that undertook this study was composed out of three members: Claudia Karina Tobar, Fermin Miranda and Pablo Reyes.

2.2 Research Type

Since there was not a previous field work on this topic focused on the population that the researchers aimed to study, the research type of the study was designated as descriptive with a qualitative and quantitative approach. Descriptive research involves gathering data that describes events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins 1984).

2.3 Sample Selection

The individuals under study in this research were the students from Intermediate Intensive I course, majoring in English Teaching and Modern Languages at the University of El Salvador.

All the Intermediate Intensive I courses were under study. Since the universe of this study was not really big, researchers decided to use a stratified sample, which was proportional to the total number of the universe. The stratified sample considered 25% as a sample from the total universe, and for that the same percentage was applied to each group of students in which the population was divided.

The population that composed the universe of this study was divided into 9 class groups, in which the number of students ranged between 40 and 44. The total number of students that composed the universe was 386, from which 97 composed the sample for the study. The population of this sample was randomly selected by taking into account the class groups lists. Researchers selected the students by choosing one name form the list in intervals of three, so that the there were even and odd numbers from the list. With regard to gender, the sample was a representation to the amount of students corresponding to both genders in each classroom.

2.4 Participants

The focus of study in this research was the Intermediate Intensive I course students. The participants of this study were chosen under certain that matched the research purpose. **I. Students' English level:**

The main reason was because students from Intermediate Intensive I courses are in a very decisive stage in their English learning, for they are right in the middle part of the three English instruction levels: Basic, Intermediate, and Advance. Thus, students at this level represent a quite accurate parameter as to find out how much the students themselves and their professors know about the learning styles of the students.

II. Students' age:

Participants' age was something that was not limited by the researchers. Since students who take this course are mostly freshmen, they are between 16 and 20 years old for the most part. Considering this and the fact that there are some exceptions in ages at which students may start studying at the university, the age range to include participants for this study was like this: from 16-19, from 20-22, and from 23 or above 23 years old. Researchers considered that it was imperative to practically take all ages into account because this would give population of all ages the opportunity to take part in the study.

2.5 Data Collection Procedure

In order to collect enough information for this study, there were a couple of steps to follow prior the actual data collection. Initially, researchers got the previous class groups' lists from the secretary of the Foreign Language Department, which included number of groups, students and names of the professors in charge of Intermediate Intensive I groups. Later, it was mandatory to contact the professors in charge the nine class groups by presenting a letter asking for their cooperation to carry out the research. Professors' cooperation was essential due to

researchers needed to get into the classrooms to observe some classes. They authorized researchers to visit their classrooms to observe classes for a week and also have their students take a learning style instrument to identify their learning styles preferences.

For the data collection, the survey was used, as a technique, while the instrument was a questionnaire in the format of a learning styles inventory. For the design of this instrument, information about the topic was searched and read, as to become familiar with the subject under study, and finally the most suitable instrument was selected among several questionnaires that were found. The instrument selected was the one that was made by one of the authors that has written and researched about the perceptual learning styles, Joy Reid, since it had elements that helped accomplish the objectives this study was searching for.

The instrument was passed to a number of students in each class group, which ranged between 10 and 12 students; this quantity composed 25% of the total number of students in each group. Researchers requested professors to allow them to pass the instrument to the students the last day of the class observation. Some professors allowed them to pass the instrument at the beginning of the class and some others at the end due to the class activities they had planned for that class. Researchers used the class list to select the students, following a sequence of intervals of three to choose the participants that took the instrument.

Also, researchers carried out class observation in 5 groups of the English Intensive I course, but not in all the groups due to class schedules and researchers' time limitations. The class observation lasted for one class week. The purpose of this observation was to gather information regarding the class environment, activities and the students´ development in the classes to identify students learning styles and also support the information collected through the questionnaire. The instrument used was a checklist with its corresponding evaluation criteria

focused on students exclusively. Researchers observed classes and checked the items from the checklist according to what they observed that was going on during the class.

Besides that, interviews to key people from the Foreign Language Department were carried out. The interviews were intended to help researchers collect the insights of the head of the FLD, M.A. Edgar Nicolas Ayala, some professors and students from the Intermediate Intensive I course, regarding the importance of learning styles and knowledge about this topic in the learning process. The selection of the professors to be interviewed was based on certain criteria, like teaching specialization, teaching experience, work area and active involvement in teaching improvement. On the other hand, the students selected for the interview were chosen based on their interest and willingness to cooperate with the research, as well as English proficiency according to their academic level.

2.6 Instruments

The instruments used in this study were the following:

2.6.1 Perceptual Learning Styles Questionnaire

This instrument was a perceptual learning style questionnaire made by Joy Reid to help students and also teachers identify the way (s) they learn best—the way(s) they prefer to learn. It was chosen among several other questionnaires due to it had the elements that researchers were looking for like the variety of choices to answer, five choices, the items of the questionnaire that were referred to the same learning styles were placed differently and the time it would take for students to answer it.

This questionnaire was the main research tool used by researchers to get the information needed for their study. The instrument can be divided in two parts, which are described as follows:

Part I. The Students' background:

In this part of the instrument, students provided the information that was requested. The students' name, gender, age, major, group and enrollment was the information that students had to give in this part of the instrument.

Part II. Students' perceptual learning styles preferences:

This was the core of the instrument. In this part, students had to read 30 items, which corresponded to the different perceptual learning styles under Raid's category, and they had to check the one out of five choices given for each item.

This questionnaire was composed by 30 items and provided 5 possible responses to choose according to the student. The choices presented for each item were the following:

SA	A	U	D	SD
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Table 1. Likert Scale

Each choice had a numerical value. It followed a scale that was organized in the following way: Strongly Agree was equal to 5, Agree was equal to 4, Undecided was equal to 3, Disagree was

equal to 2 and Strongly Disagree was equal to 1. See table 1 above and go to annex 1, page 61 1nd

62 to see the Perceptual Learning Style inventory.

2.6.2 Check list

During the class observation researchers used an instrument which was a checklist. The purpose of using a check list was to identify students' learning styles through observation and support findings from the main research instrument, which was the perceptual learning styles inventory. The checklist was designed by the researchers based on the literature review and focusing on the class activities and students' behavior according to the different perceptual learning styles. Each item from the checklist was focused on students' development in class, how they got involved in different class activities, how many of them participated or were actively working on different activities during class, and also how they mostly worked in class whether it was individually or not.

See annex 2 on page 63 and 64.

2.6.3 Interviews Questionnaires

In order to support the information gathered with the other instruments previously mentioned, researchers considered that interviews not only to students but also professors were necessary. The questionnaires for the interviews were designed by researchers. The questions

were focused on getting information that could expand and support the research in different aspects.

2.6.3.1 Student's Interview Questionnaire

This questionnaire was designed with the purpose to know how much students were familiar with learning styles topic through several questions. The questionnaire was composed of seven questions targeted directly to the students. Most of them were close- ended and the rest were open-ended questions. See annex 4 on page 66.

2. 6.3.2 Professor's Interview Questionnaire

This questionnaire was composed by eight questions. Most of the questions were close-ended initially and then they were completed with an open-ended question. There were also a couple of open-close questions included, which allowed getting extensive information about the topic. See annex 3 on page 65.

2.7 Research Instruments Validity and Reliability

As in any research, the validity and reliability of the instruments was something that researchers made sure of to have in the research instruments. As part of this process, researchers started by selecting an instrument that had been designed by an expert who had researched on the topic and had used that instrument. Also, the main instrument, the Learning Style Preferences Inventory, was tested. It was administered to 5 students taken from one of the Intermediate

Intensive English courses. The instrument was also taken by the researchers, and later they scored their answers, obtained the results and discussed them finding that the results obtained as their preferred learning style was exactly the type of learning style they knew they had.

Moreover, researchers made sure of obtaining valid and reliable results from the instruments. Regarding this, they revised how the research participants had answered the instruments. They left out the instruments that presented only one or two types of answers along the 30 item questionnaire, for this was a clear sign that the student had just answered without reading all the items carefully.

2.8 Data and Analysis Processing

Once data was collected through the different instruments, researchers started working on processing the data to get results.   The process undertaken with the different instruments was the following:

2.8.1 Perceptual Learning Styles Questionnaire

Researchers gathered all the questionnaires and worked on getting the results from the questionnaires individually. They followed the questionnaire scoring process taking into account the answers for each item and their numerical values.

The questionnaire had 5 questions for each learning category. The questions were grouped below according to each learning style. Each question that the students answered had a numerical value.

SA Strongly agree	A Agree	U Undecided	D Disagree	SD Strongly Disagree
5	4	3	2	1

Table 2. Likert scale with its corresponding value.

Researchers filled in the blanks below with the numerical value of each answer. For example, if answered Strongly Agree (SA) for question 6 (a visual question), they wrote a number 5 (SA) on the blank next to question 6 below.

Visual

6 = 5

When they completed all the numerical values for *Visual*, added the numbers. Multiplied the answer by 2, and put the total in the appropriate blank. See scoring table in annex 5 on page 67 and 68.

They followed the same process for each of the learning style categories. When they finished this step, looked at the scale they had to determine the students' major learning style preference(s), minor learning style preference(s), and those learning style(s) that are

negligible. The students' learning styles that had the highest score were selected as the major learning style(s) for each student.

According to the following scale researchers determined the results.

Major learning Style Preference	38-50
Minor Learning Style Preference	25-37
Negligible	0-24

Table 3. Learning Styles Preferences Scale.

In the process to determine the students' major learning style(s), all the learning styles were taking into account and researchers processed all the items for the different learning styles and determine the score for each one. In order to score each item from the learning style questionnaire researchers used a table for each one, these tables can be found in annex number 5.

Later, researchers had a meeting with an expert professor in research, M.A. Jose Israel Oliva, who advised them to undertake a data validity process. This process helped researchers to make sure the data collected was reliable and therefore the results to obtain were reliable as well. In this process, researchers checked each questionnaire carefully. They focused on the way students had answered; they were looking for a variety of answers. When researchers found questionnaires with the same answer in most of the items in a row, they left it out and later the questionnaires underwent to the research team revision and decision to eliminate them. During

this process, 23 questionnaires out of the 97 were left out. Therefore, the final sample was composed by 74, from which researchers got the final results of this study.

To continue processing data and results, researchers used a statistic program, SPSS, in which they worked to get different charts to interpret and analyze the results better. This program also allowed researchers represent the results obtained clearly.

2.8.2 Interviews

The interviews were recorded at the moment they took place. Once researchers finished interviewing   the key people that they selected, they started to type the interview scripts. They read the scripts and discuss the information gather through the interviews to support the research.

2.8.3 Checklist

The checklist designed by the research team was the instrument for the observation. Researchers revised and analyzed the checklist information and compared it. This instrument sample can be found in annex 2 on page 63 and 64.

CHAPTER 3

DATA ANALYSIS

This section encloses the main core of the inquiry. The results have been organized in a generalized way by charts in which every chart shows a variety of results related to the different learning styles preferences. There are two large components in this enquiry. One of those is about student's personal information, which explains on student's name, group, age, gender, enrolment and major. The second component presents a very detailed analysis of the students' learning styles, identifying the learning preferences of the students, with relation to activities done in class, and how students learn from the teacher or by themselves. The responses for each statement are displayed in percentages by graphics, along with their corresponding interpretation. The discussion about Learning Styles Preferences ends up by deepening into an overall description of the most predominant Learning Styles Preferences among the students from Intermediate Intensive I at the Foreign Language Department.

3.1 General Information (from the Instrument)

Graphic 1. Group
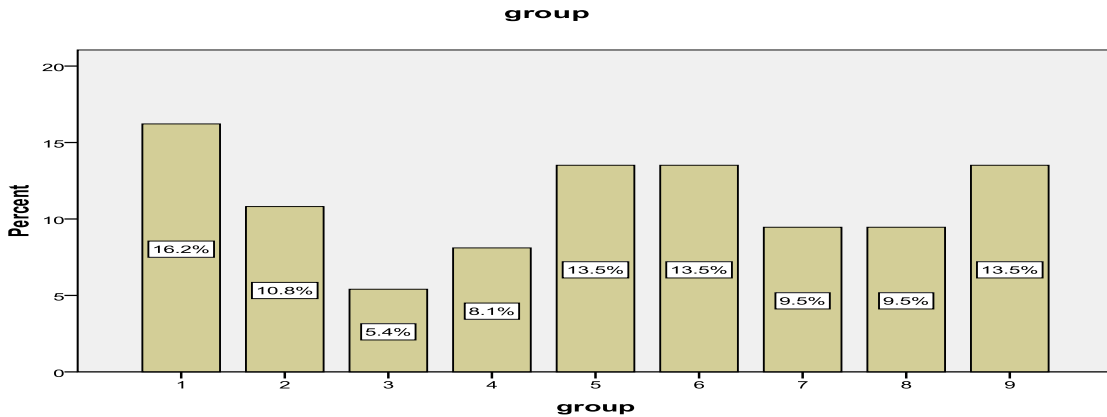
The above graphic shows that 12 students were taken from group 1 and that those 12 students represent 16.2% which is also shown in the Graphic 1. The 10.8% represented in the Graphic 1 shows the 8 students were taken from group number 2. The 5.4% illustrated in the graphic 1 represents 4 students that were taken from group number 3. From group number 4, researchers took 6 students which correspond to the 8.1% of the sample. 10 students were taken from group number 5 and that represents the 13.5% of the sample illustrated below in the graphic 1. Also 10 students were taken from group number 6, which represents the 13.5% of the sample. The 9.5% represents 7 students that belong to group number 7. The same occurs in group 8, from which 7 students were taken, and they represent 9.5% from the sample. Finally, the *graphic 1* shows that 10 students belong to group number 9, and it represents 13.5% of the sample, all illustrated in the graphic above.

Graphic 2. Age
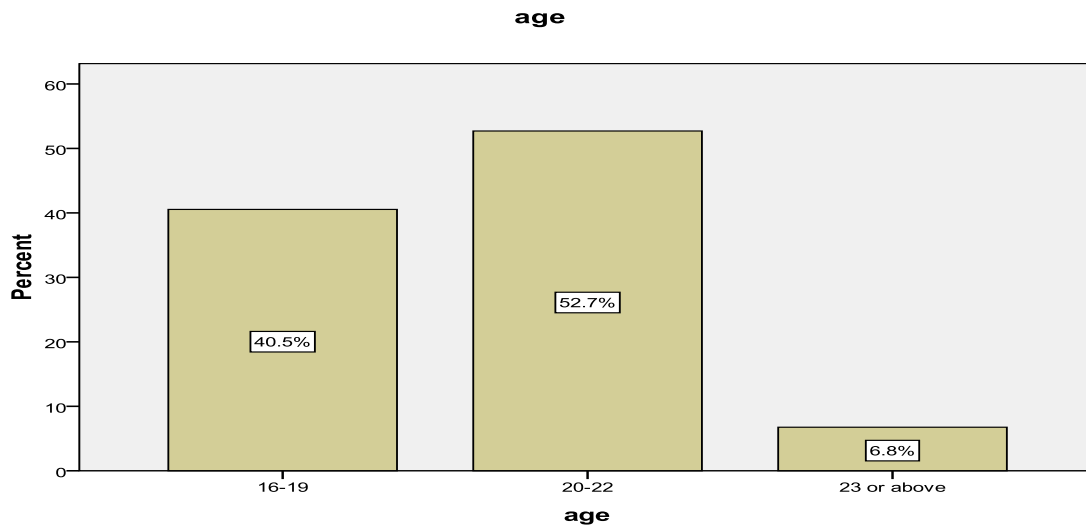
According to the sample, age was given in ranges, which grouped students in the following way: from 16 to 19 years old, from 20 to 22 and from 23 and above.

The following table shows that 30 students belong to the age range covered between 16-19 years old which corresponds to 40.5% of the total sample. This information can be

appreciated in the pie chart. 39 students belong to the range of 20-22. It corresponds to 52.7% of the total sample and 5 students belong to the range 23 or above which means the 6.8% of the total sample shown in the graphic 2.

Graphic 3. Gender
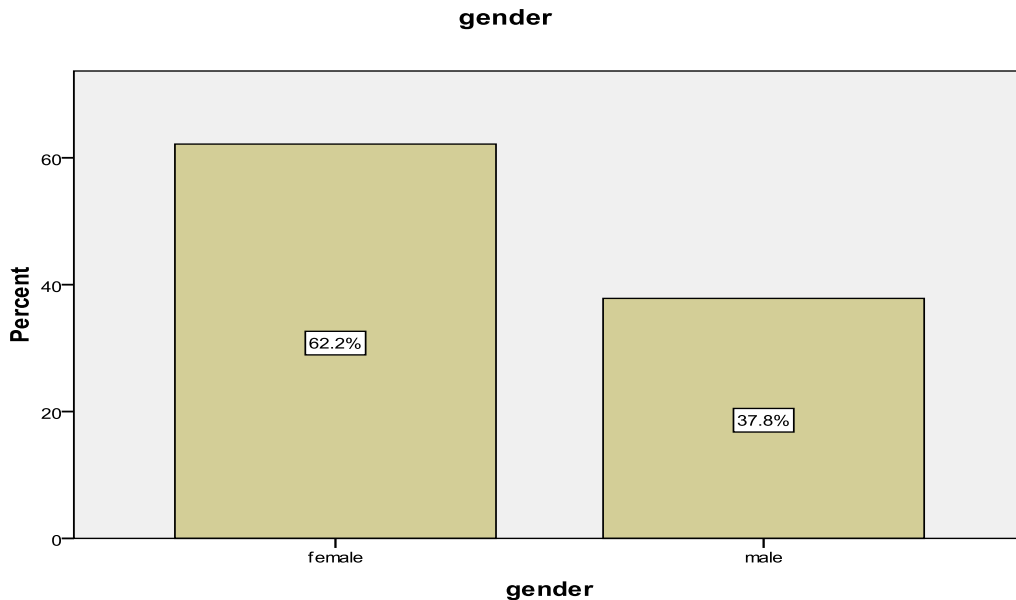
With regard to gender, statistics shows that 46 people belonging to the sample are women, which corresponds to 62.2%. The rest of people whose number is 28 are men and it corresponds to 37.8% of the total sample.

Graphic 4. Enrollment
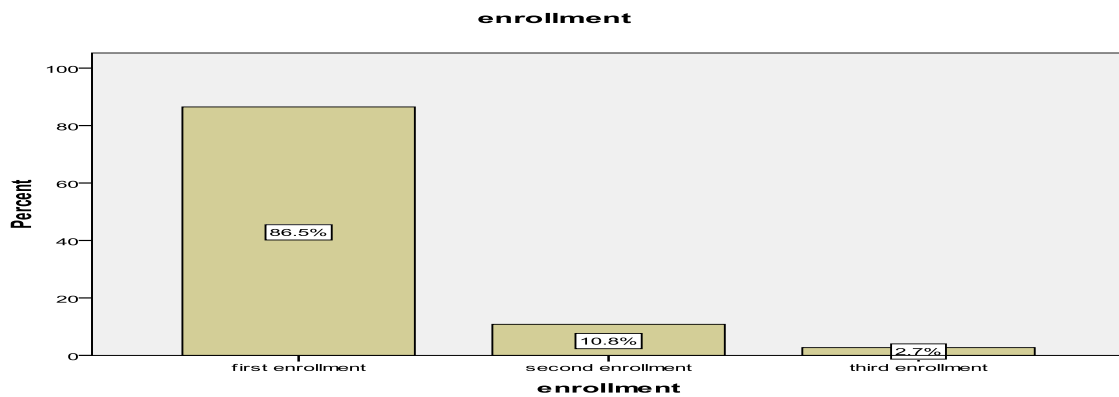
In relation to enrollment, statistics shows that 64 out of 74 students are in first enrollment, which represents an 86.5% .It also shows that 8 students out of 74 are in second enrollment which corresponds to 10.8% of the total sample. Furthermore, only 2 students out of 74 are in third enrollment, which represents a 2.7% of the total sample.

47

Graphic 5. Major

Major in
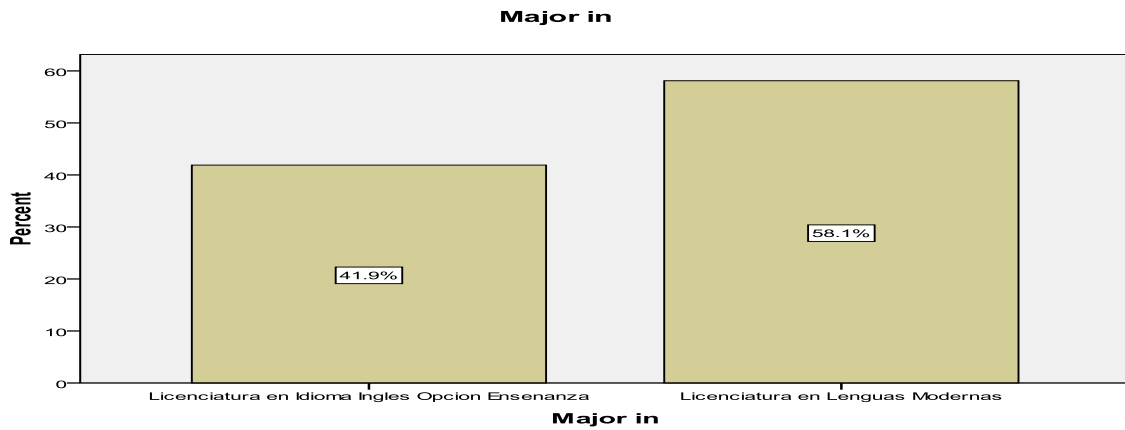
With regard to the major, results show that 31 out of 74 students belong to the English Teaching major, which   represents a 41.9%. On the other hand, 43 out of 74 students belong to the Modern Languages major, which represent a 58.1%.

3.2 Data Collection Instrument (for Learning Styles)

Graphic 6. **Item 1. When the teacher tells the instructions I understand better.**

**When the teacher tells me the instructions I understand better.**
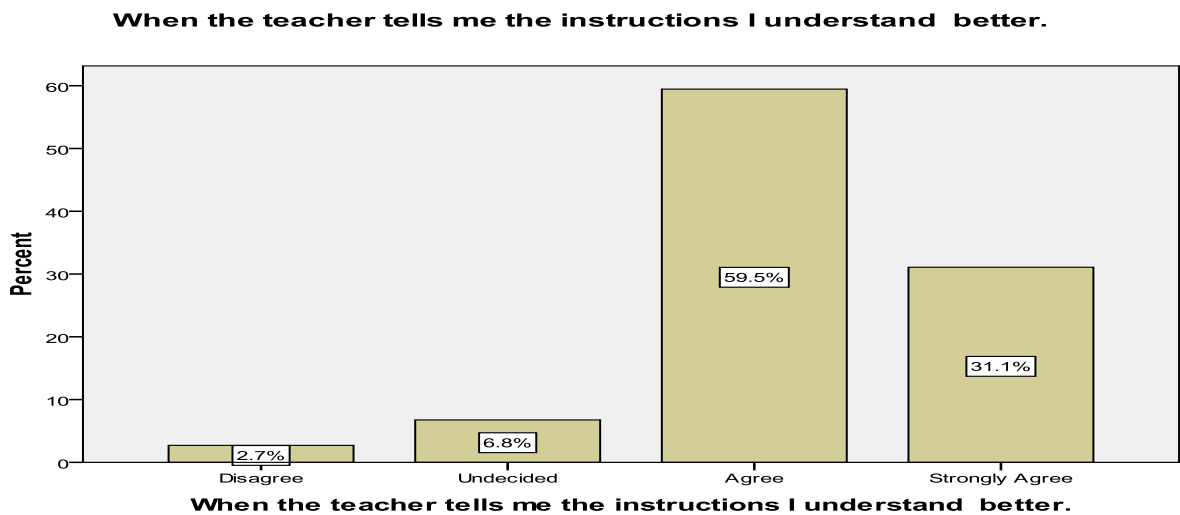
According to the graph, 59.5% of the students agrees with the fact that they understand

better when the teacher tells them the instructions. 31.1% strongly agrees, 6.8% says to be undecided, and 2.7% disagrees.

***Graphic 7. Item* 2. I prefer to learn by doing something in class.**

I prefer to learn by doing something in class.

I prefer to learn by doing something in class.
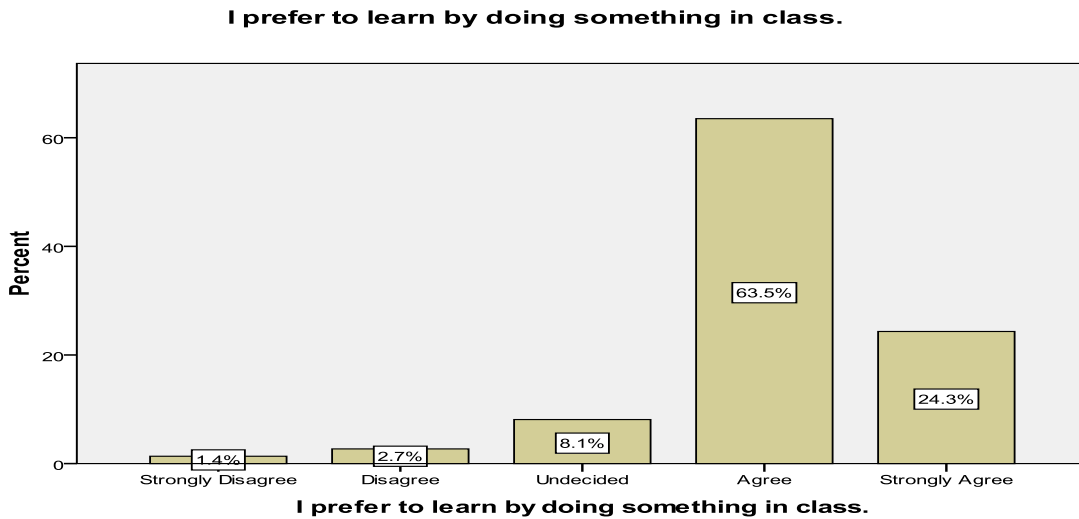
According to the graph above, 63.5% of the students says to agree with the item that expresses they prefer to learn by doing something in class. 24.3% of the students strongly agrees, 8.1% say to be undecided, 2.7 % disagrees and only 1.4% strongly disagrees.

***Graphic 8.* Item 3. I get more work done when I work with others.**

I get more work done when I work with others.

I get more work done when I work with others.

49
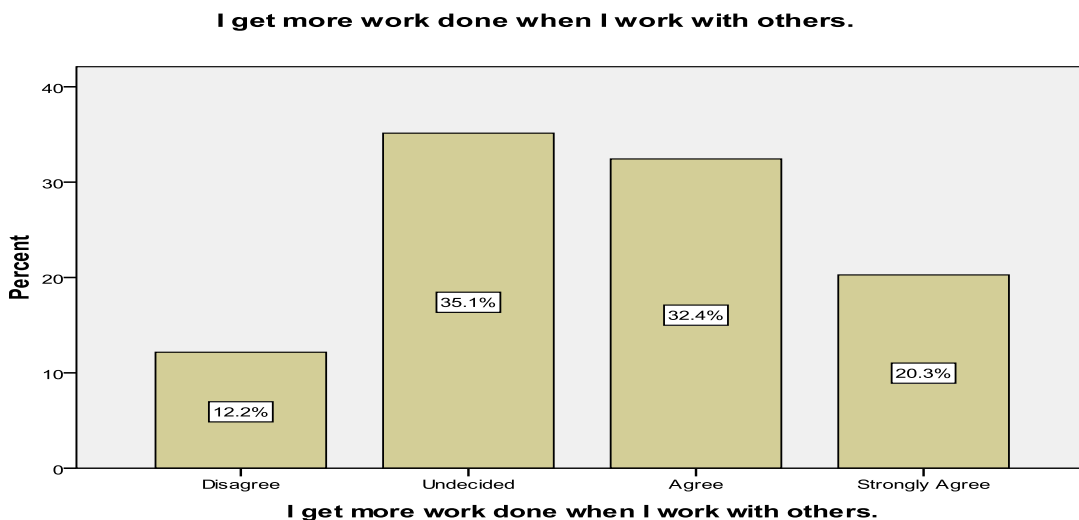
According to the graph, 35.1% of students say to undecided about whether they get more work done when they work with others. 32.4% agrees, 20.3% strongly agrees, and 12.2% disagrees.

Graphic 9. **Item 4. I learn more when I study with a group.**

I learn more when I study with a group.

I learn more when I study with a group.

According to the graph 44.6% of the students agrees with the fact that they learn more when they study with a group. 23% strongly agrees, 17.6% disagrees, and 14.9 say to be undecided.
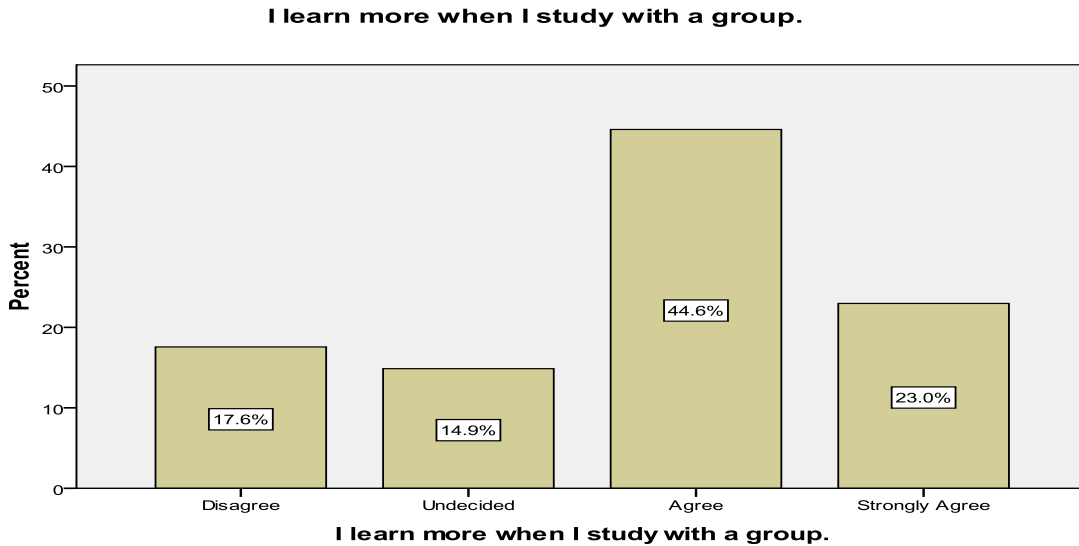
Graphic 10. **Item 5. In class, I learn best when I work with others.**

In class, I learn best when I work with others.

In class, I learn best when I work with others.
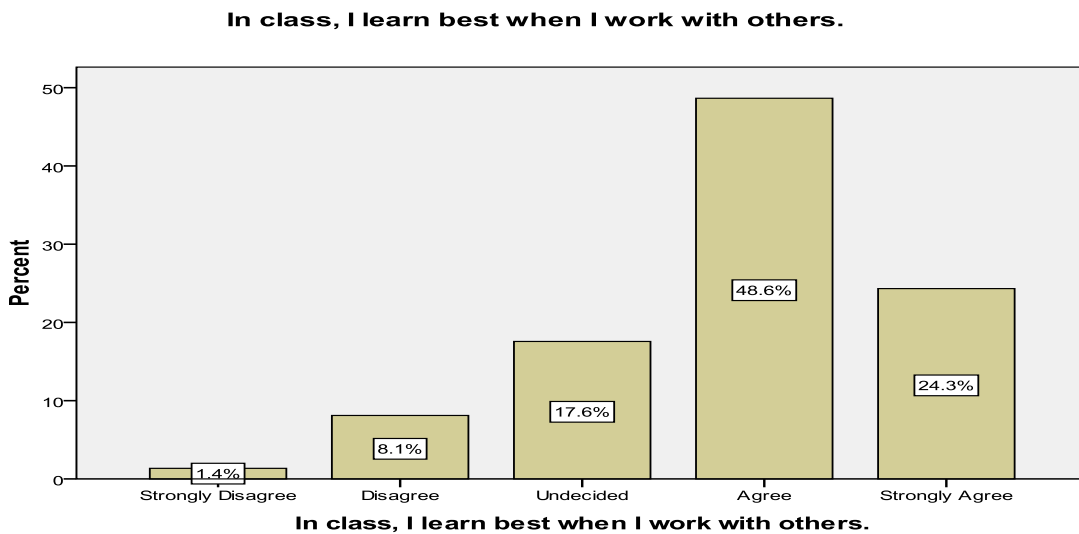
According to the graph, 48.6% of the students says to agree with the idea that when being in class, they learn best when they work with others. 24.3% strongly agrees, 17.6% says to be undecided, 8.1% disagrees and 1.4% strongly disagrees.

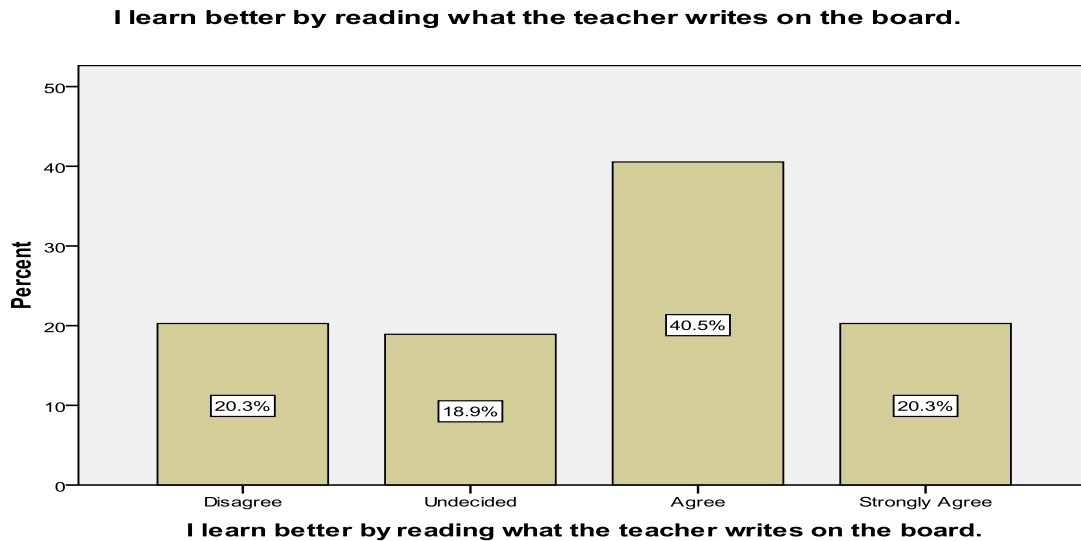*Graphic 11.* **Item 6. I learn better by reading what the teacher writes on the board.**

I learn better by reading what the teacher writes on the board.

I learn better by reading what the teacher writes on the board.

According to the graph, it shows that 40.5% agrees with the statement presented. A 20.3% disagrees and, the same percentage, strongly agrees. Finally, 18.9% says to be undecided.

Graphic 12. **Item 7. When someone tells me how to do something in class, I learn better.**

When someone tells me how to do something in class, I learn better.

When someone tells me how to do something in class, I learn better.

51
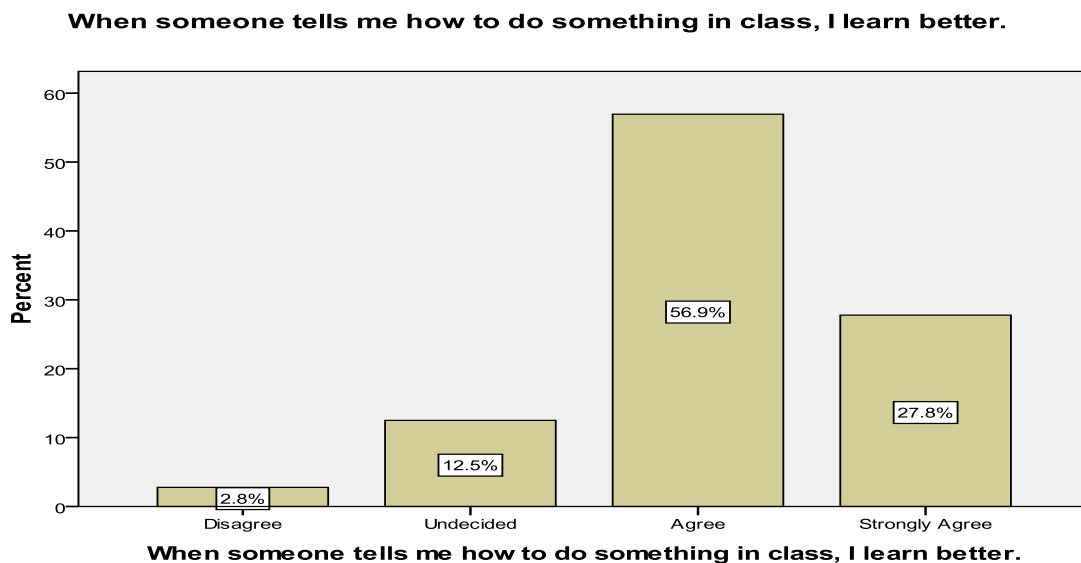
According to the graph, 56.9% of the students agree with the statement above, 27.8% strongly agrees, 12.5% say to be undecided and only 2.8% disagrees.

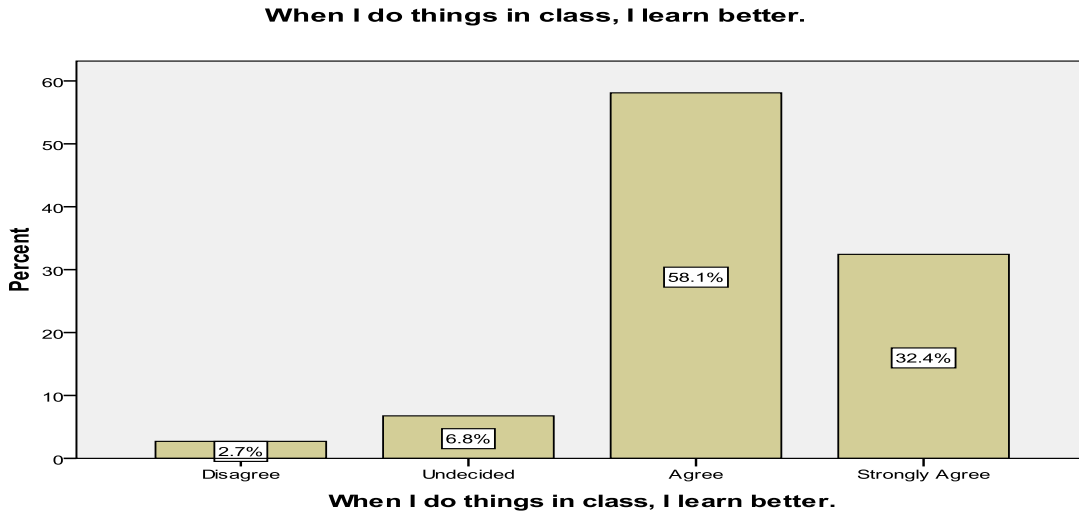***Graphic 13.*** **Item 8. When I do things in class, I learn better.**

When I do things in class, I learn better.

When I do things in class, I learn better.

For the statement above, 58.1% of students agrees, 32.4% strongly agrees, 6.8% says to be undecided, and 2.7% disagrees.

Graphic 14. **Item 9. I remember things I have heard in class better than things I have read.**

I remember things I have heard in class better than things I have read.

I remember things I have heard in class better than things I have read.

Regarding the statement that says that they remember things they have heard in class better that things they have read, 37.8% of the students agrees, while 31.1% says to be undecided, and 23% strongly agrees.

Graphic 15. **Item 10. When I read instructions, I remember them better.**

When I read instructions, I remember them better.
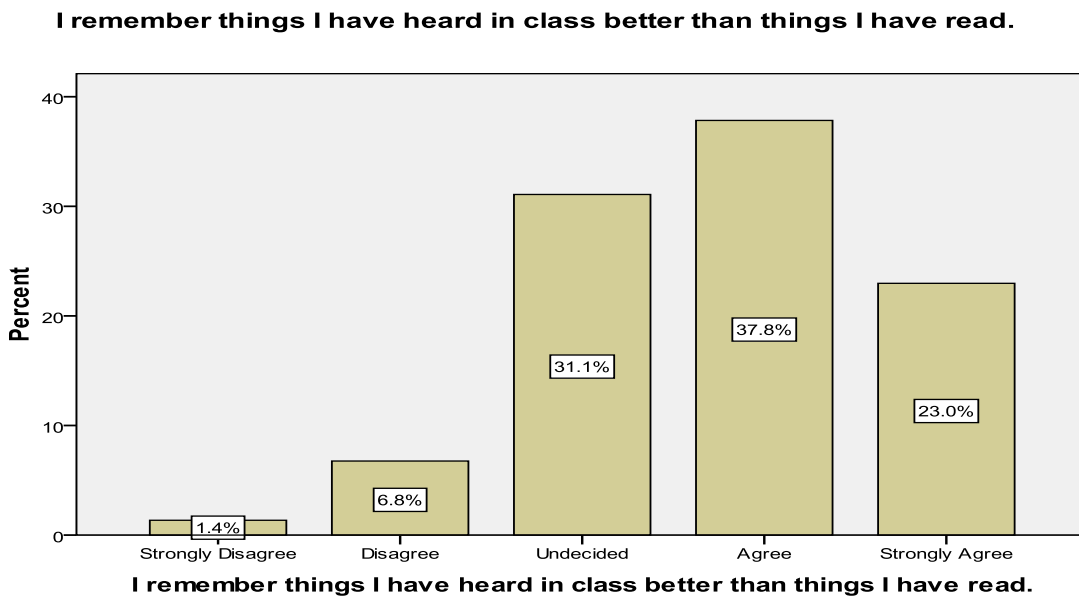

When I read instructions, I remember them better.
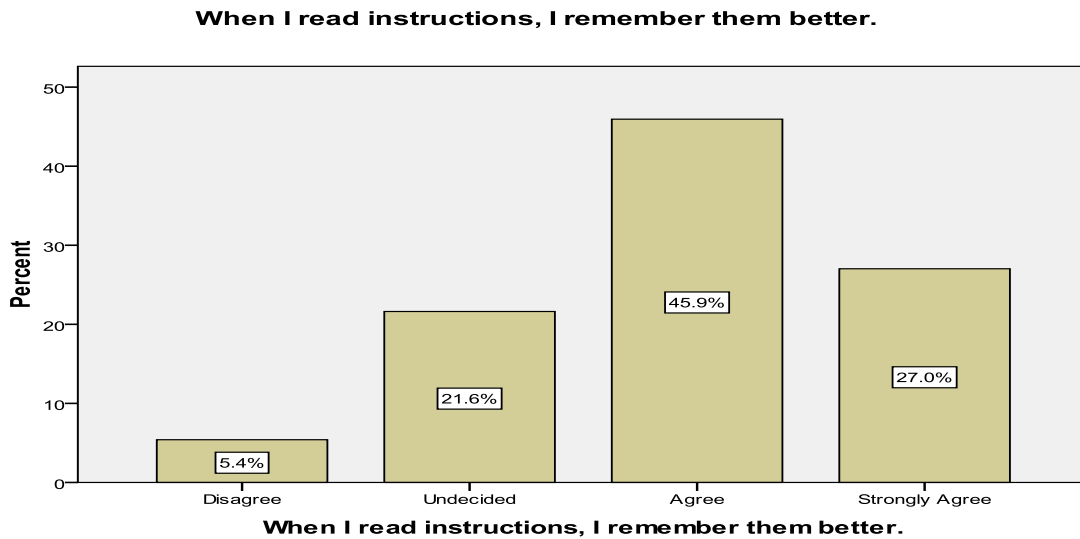
According to the graph, 45.9% of the students agrees with the statement, 27% strongly agrees, 21.6% says to be undecided and 5.4% disagrees.

Graphic 16. **Item 11. I learn more when I can make a model of something.**

I learn more when I can make a model of something.

I learn more when I can make a model of something.
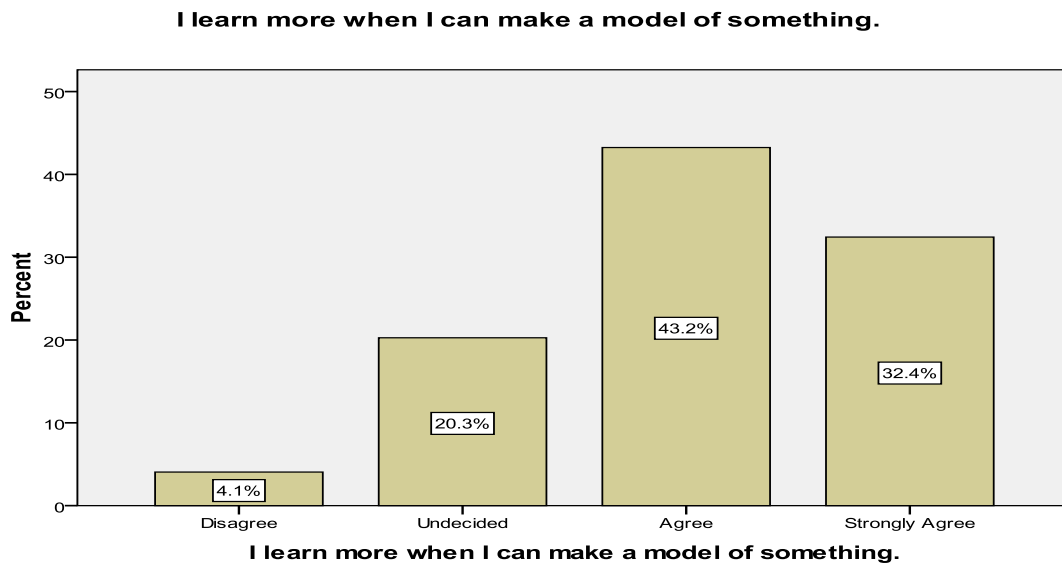
For statement "I learn more when I can make a model of something", 43.2% of the students says they agree, while 32.4% say s they strongly agree. A 20.3% inclines for *undecided,* and a 4.1 % disagrees with this statement.

Graphic 17. **Item 12. I understand better when I read instructions.**

I understand better when I read instructions.
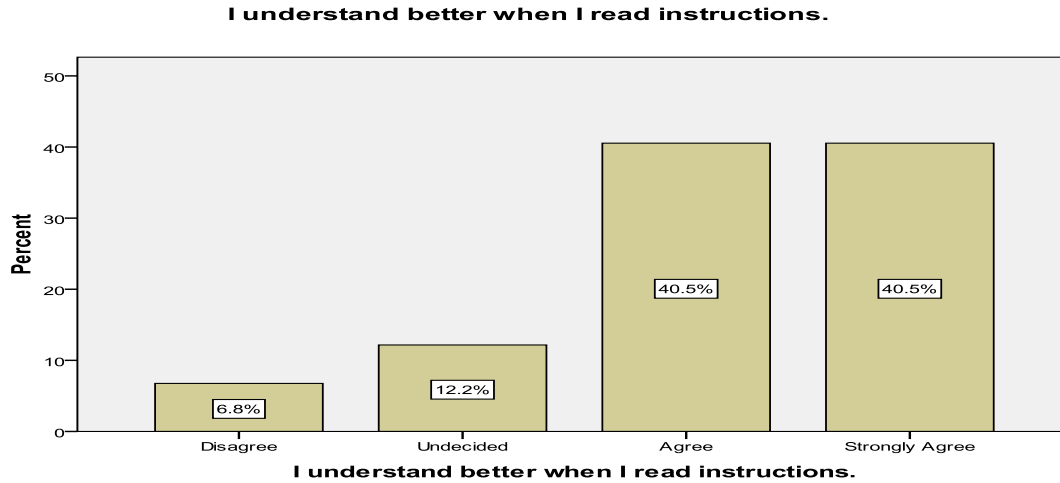
With regard to this statement, the options agree and strongly agree show the same percentage, a 40.5 %. The option undecided ranks with a 12.2%, while a 6.8% of the population disagrees that they learn better when they read instructions.

Graphic 18. **Item 13. When I study alone, I remember things better.**

When I study alone, I remeber things better.
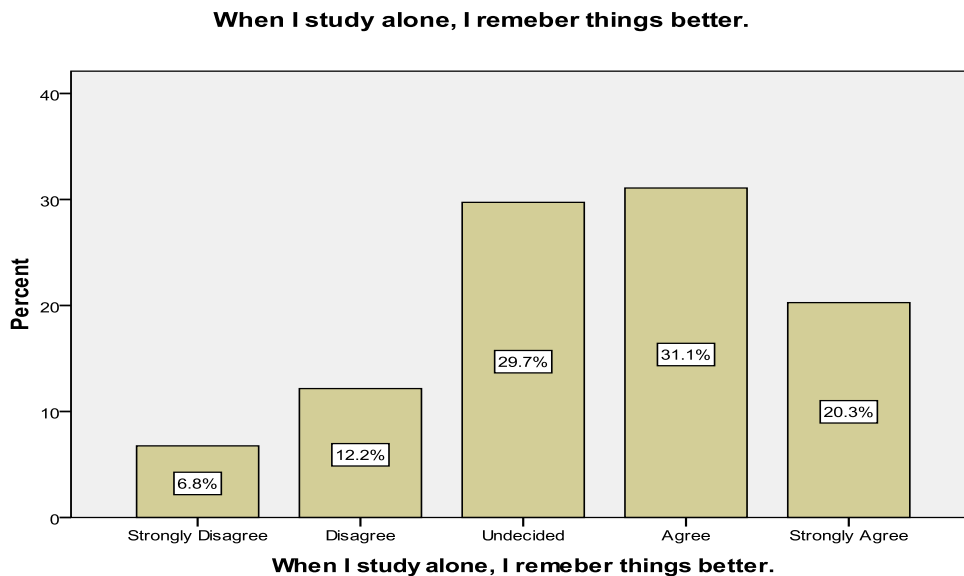
For the statement "When I study alone, I remember things better", 31.1% of the population says they agree. A 29.7% says to be undecided, while a 20.3% strongly agrees. A 6.8%, however, strongly disagrees with this statement

Graphic 19. **Item 14. I learn more when I make something for a class project.**

I learn more when I make something for a class project.
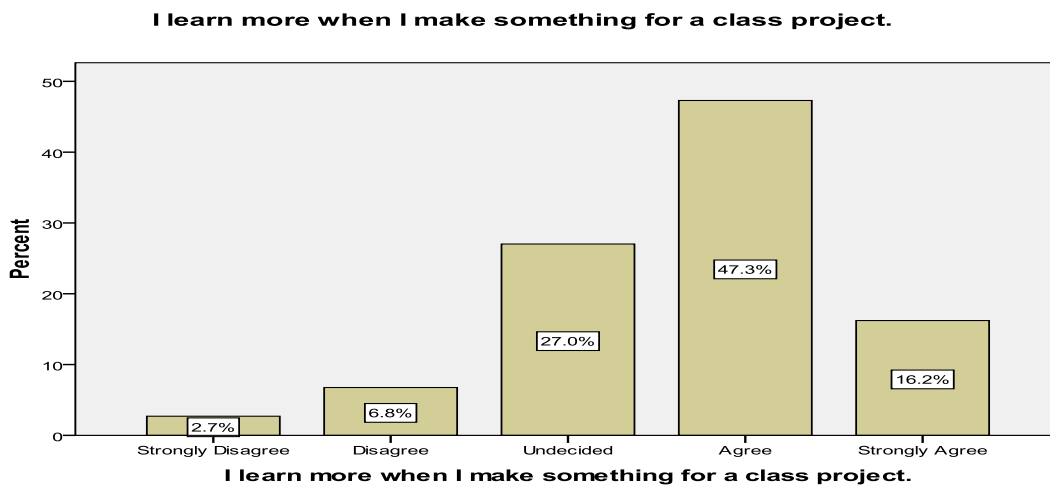
With regard to this statement, a 47.3 % of the students says to agree, while 27% inclines for the option undecided. A 16.2%, however, strongly agrees, whereas 6.8% disagrees. Finally, a 2.7% strongly disagrees that they learn more when they make something for a class project.

Graphic 20. **Item 15. I enjoy learning in class by doing experiments.**

I enjoy learning in class by doing experiments.
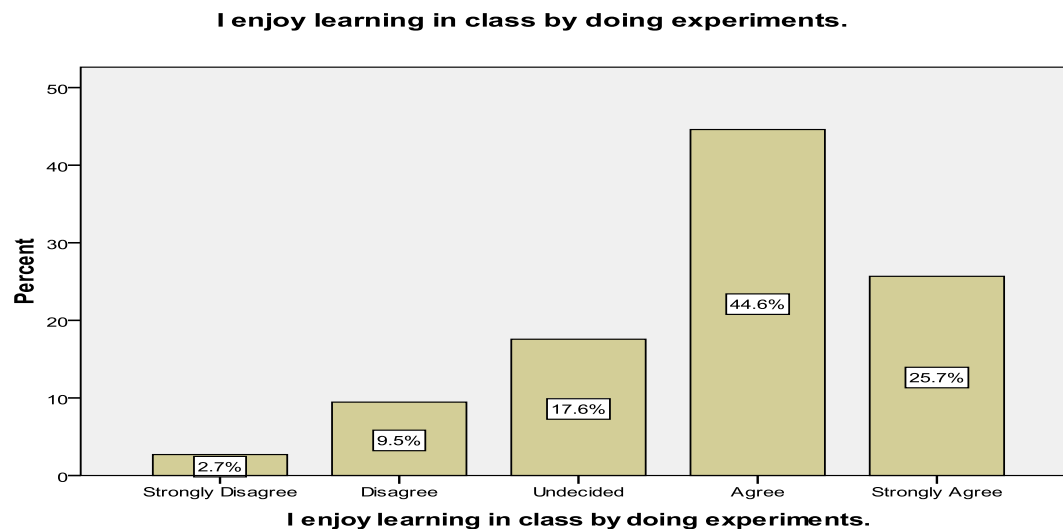
For this statement, a 44.6% agrees, whereas 25.7% strongly agrees. A 17.6% of the population, however shows to be undecided. Finally, a 9.5% disagrees with the statement that they enjoy learning in class by doing experiments, while a 2.7% strongly disagrees.

Graphic 21. **Item 16. I learn better when I make drawings as I study.**

I learn better when I make drawings as I study.

I learn better when I make drawings as I study.
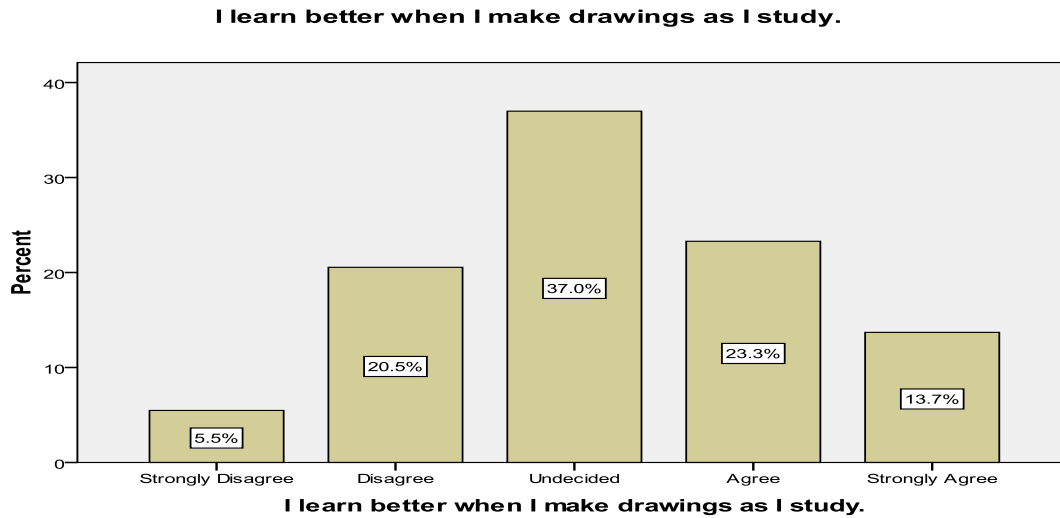
For the statement "I learn better when I make drawings as I study", a 37% of the population says to be undecided, whereas 23.3% says to agree. A 20.5% is in disagreement with this statement in contrast to 13.7% that strongly agrees. Finally 5.5% strongly disagrees

Graphic 22. **Item 17. I learn better in class when the teacher gives a lecture.**

I learn better in class when the teacher gives a lecture.

I learn better in class when the teacher gives a lecture.
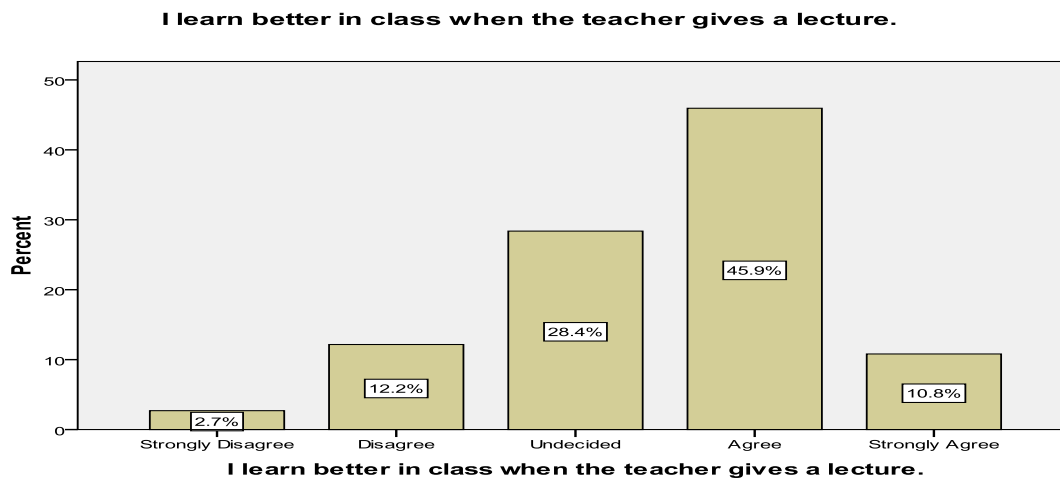
With relation to the statement "I learn better in class when the teacher gives a lecture", 45.9% says they agree, whereas 28.4% responds to be undecided. A 12.2% says to disagree, while 10.8% reports to strongly agree. Finally, a 2.7% strongly disagrees.

Graphic 23. **Item 18. When I work alone, I learn better.**

When I work alone, I learn better.

When I work alone, I learn better.
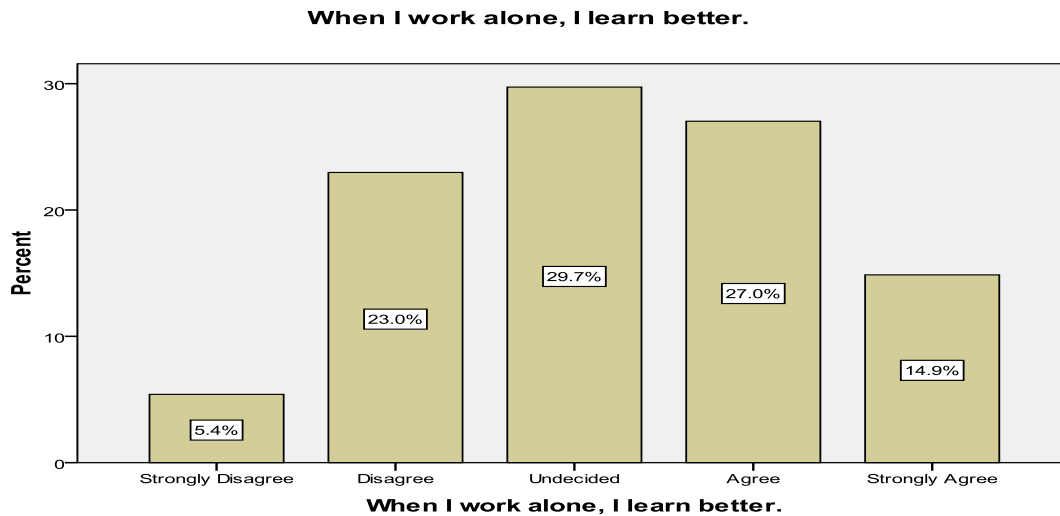
The statistics for this statement indicates that 29.7 % shows to be undecided, 27% declares to be in agreement. A 23% shows to disagree, in contrast to a 14.9% that strongly agrees, and 5.4% of the population strongly disagrees to learn better when working alone.

Graphic 24. **Item 19. I understand things better in class when I participate in role-plays.**

I understand things better in class when I participate in role-plays.

I understand things better in class when I participate in role-plays.
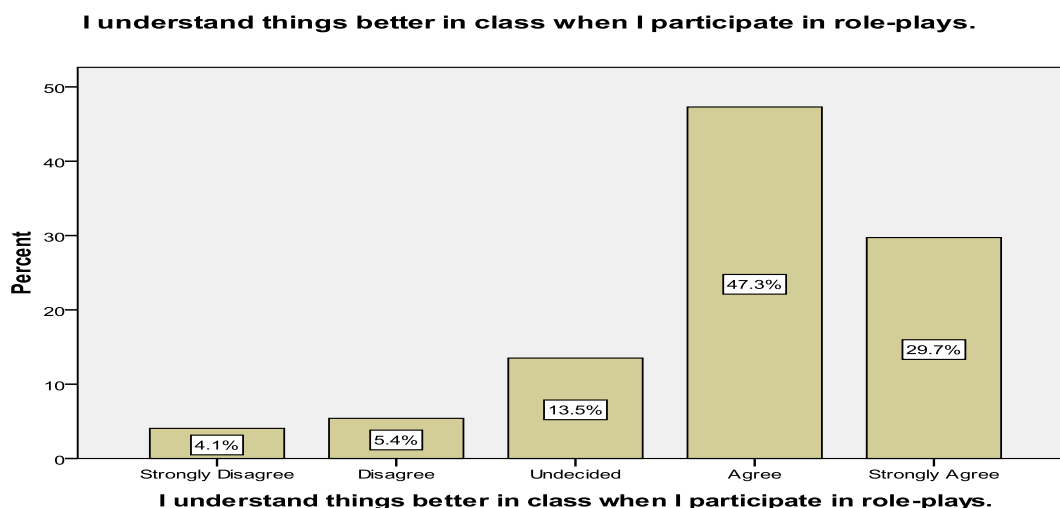
For the statement "I understand things better in class when I participate in role-plays" a 47.3% of the students responds to agree, 29.7% reports to strongly disagree, and a 13.5% declares to be undecided. 5.4%, however, says to disagree, whereas 4.1% declares to strongly disagree.

Graphic 25. **Item 20. I learn better in class when I listen to someone.**

I learn better in class when I listen to someone.

I learn better in class when I listen to someone.

For statement 20, 50% of the population agrees to learn better in class when listening to someone, 21.6% reports to strongly agree, and 20.3% says to be undecided. A 5.4%, however, says to disagree, and a 2.7% shows to strongly disagree.

Graphic 26. **Item 21. I enjoy working on an assignment with two or three classmates.**

I enjoy working on an assignment with two or three classmates.

I enjoy working on an assignment with two or three classmates.

58
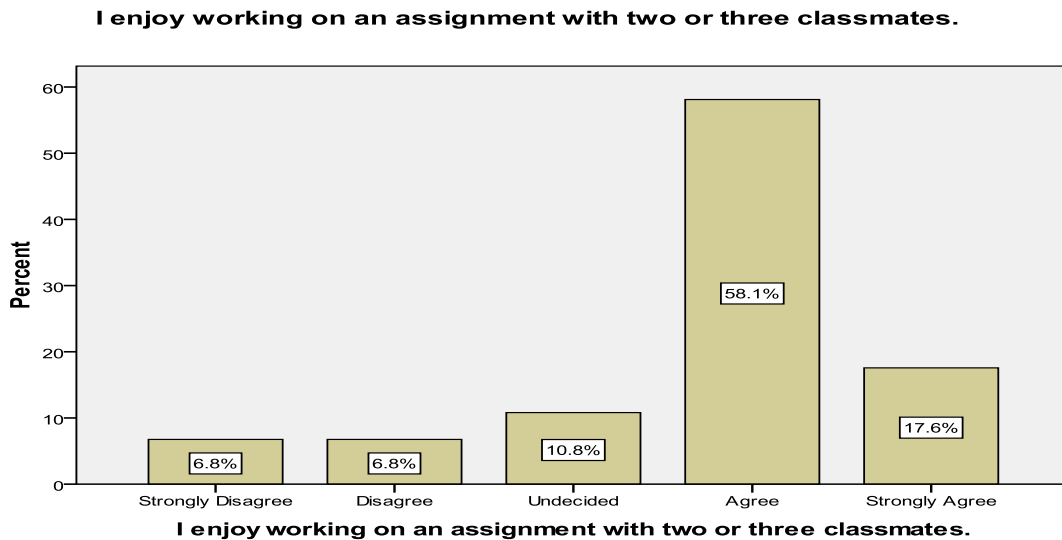
A 58.1% of the population said they enjoy working on an assignment with two or three classmates. A 17.6% said they strongly agree, while a 10.8% said they are undecided. A 6.8%, however, disagree with this statement and also, 6.8% strongly disagree.

Graphic 27. **Item 22. When I build something, I remember what I have learned better.**

When I build something, I remember what I have learned better.

When I build something, I remember what I have learned better.
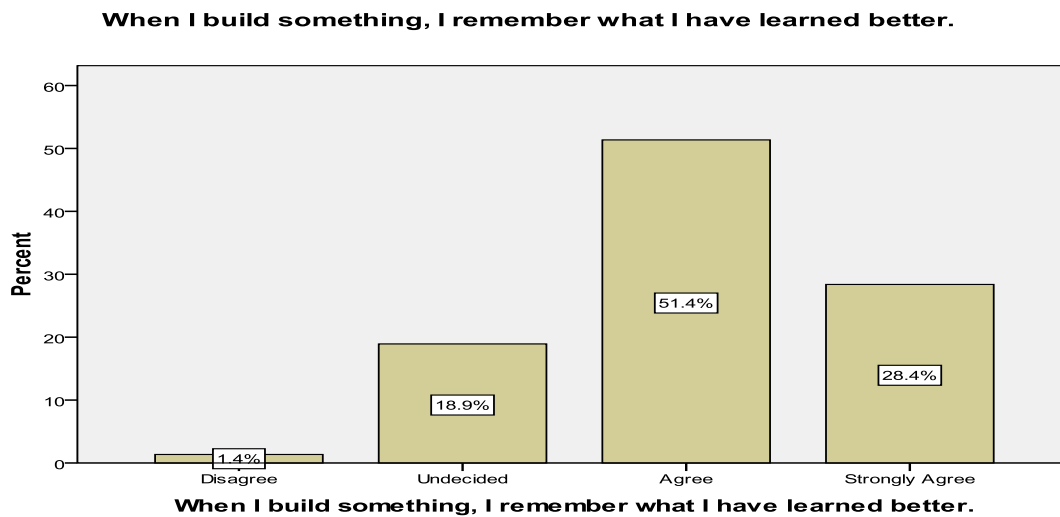
With regard to this question, a 51.4% said they agree, whereas 28.4% said they strongly agree. An 18.9% of the population, however, showed they are undecided, while a 14.0% disagree with this statement.

Graphic 28. **Item 23. I prefer to study with others.**

I prefer to study with others.

I prefer to study with others.
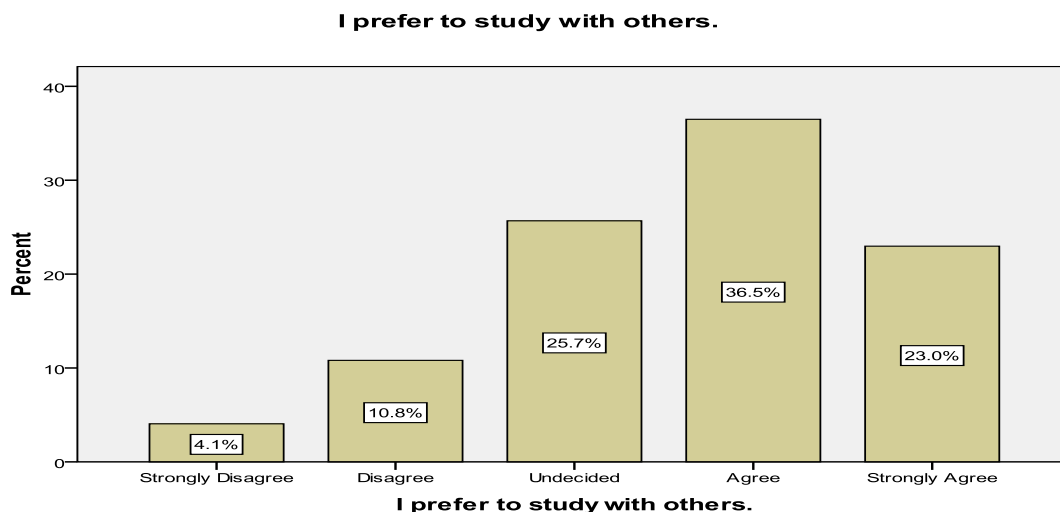
Regarding to the statement "I prefer to study with others", a 36.5% of the population agrees about it and the 25.7 said to be undecided, whereas 23.0% said to strongly agree. A 10.8% is in disagreement with this statement in contrast to 4.1% that strongly disagrees.

***Graphic 29.* Item 24. I learn better by reading than by listening to someone.**
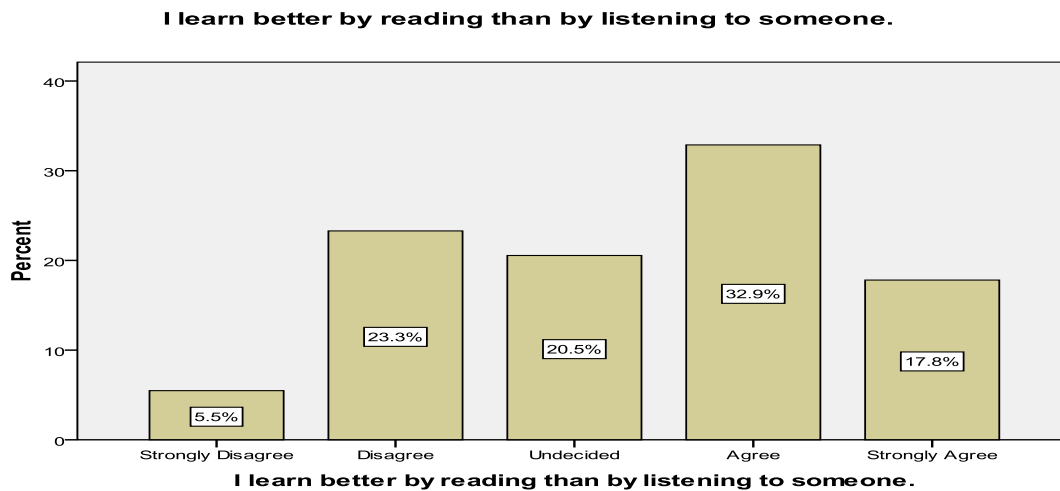
The graphic for this question indicates that 32.9 % showed to be in agreements, whereas 23.3% are in disagreement. A 20.5% showed to be undecided in contrast to a 17.8% that strongly agree about this statement and finally, a 5.5% of the population strongly disagrees.

***Graphic 30.* Item 25. I enjoy making something for a class project.**

I enjoy making something for a class project.
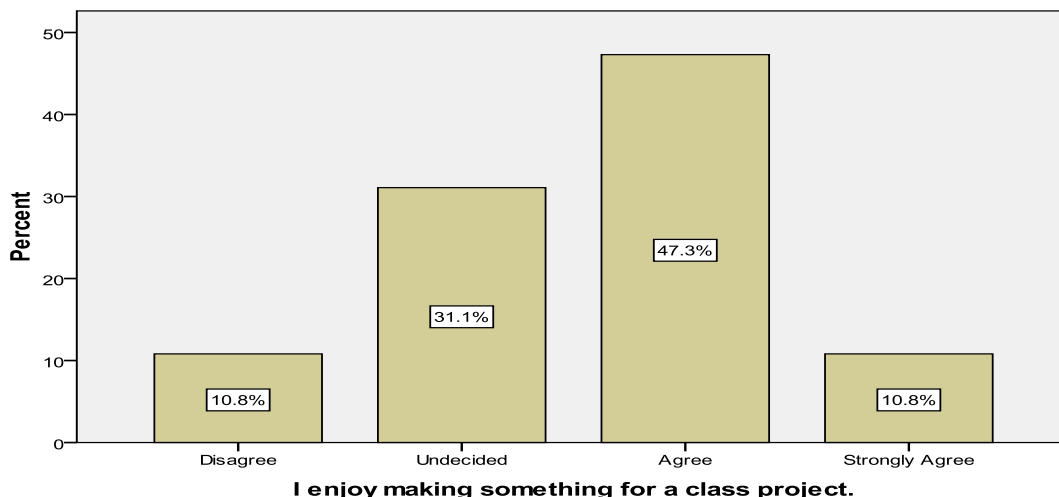
About this statement, 47.3% said they agree, whereas 31.1% said to be undecided. A 10.8% said to disagree, yet 10.8% said they strongly agree.

Graphic 31. **Item 26. I learn best in class when I can participate in related activities.**
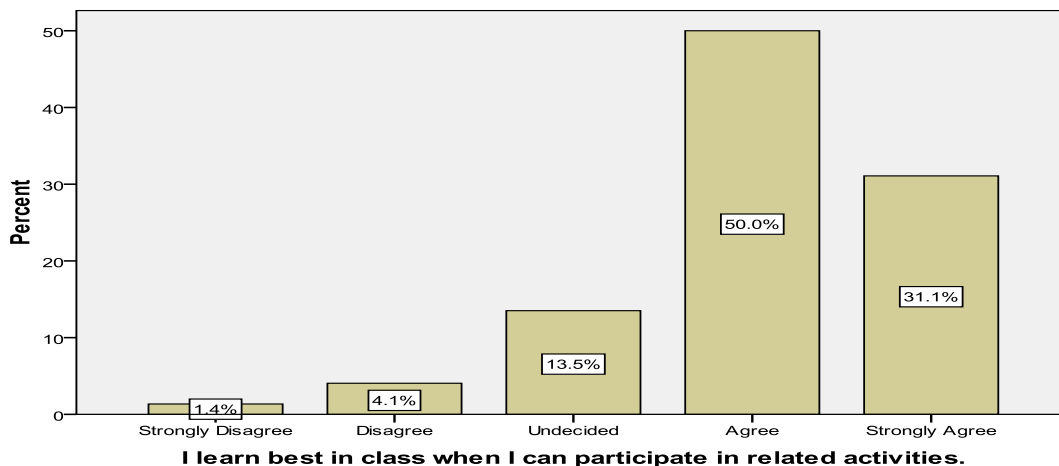
50.0% of the population agrees to learn best in class when they can participate in related activities, while 31.1% said to strongly agree. Also, a 13.5% said to be undecided. A 4.1%, however, said to disagree, and a 1.4% showed to strongly disagree.

Graphic 32. **Item 27. In class, I work better when I work alone.**

In class, I work better when I work alone.

For the statement "In class, I work better when I work alone", a 31.1% of the population said to be undecided, whereas 24.3% said to disagree. A 21.6% is in agreement with this statement in contrast to 12.2% that strongly disagrees. Finally 10.8% said they strongly agree.

Graphic 33. **Item 28. I prefer working on projects by myself.**

I prefer working on projects by myself.
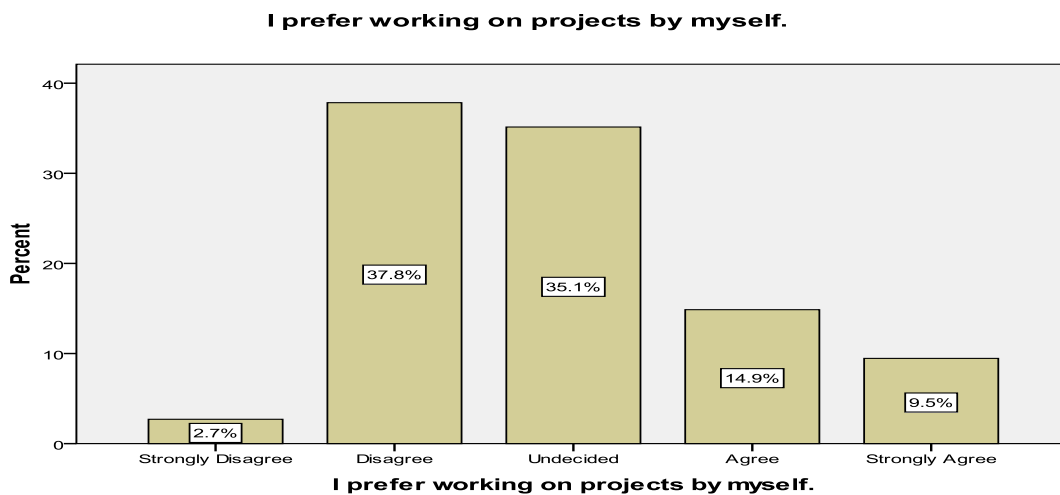
In conclusion to this question, a 37.8% said they disagree, whereas 35.1% said they are undecided. A 14.9% of the population, however, showed they are in agreement, while a 9.5% strongly agree with this statement. Finally, a 2.7% strongly disagree with the statement that they prefer working on projects by themselves.

Graphic 34. **Item 29. I learn more by reading textbooks than by listening to lectures.**

I learn more by reading textbooks than by listening to lectures.

I learn more by reading textbooks than by listening to lectures.
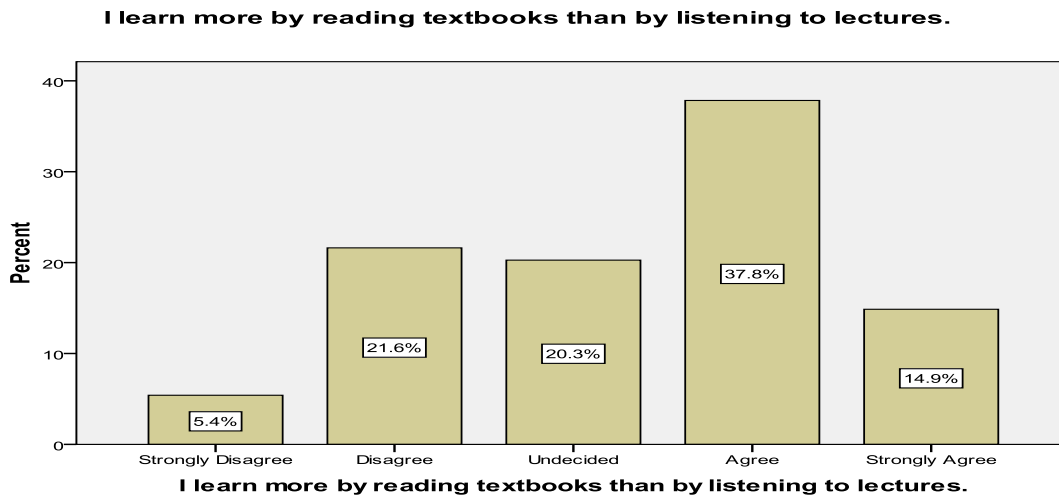
A 37.8 % of the students said to agree, while 21.6% are in disagreement and the option *undecided is* answer by 20.3% of the population. However, a 14.9 strongly agree that they learn more by reading textbooks than by listening to lectures. Finally, a 5.4% strongly disagree about this content.

Graphic 35. **Item 30. I prefer to work by myself.**

I prefer to work by myself.

I prefer to work by myself.

Regarding this question, a 33.8% said they disagree, whereas 27.0% said they are undecided. A 20.3% of the population, however, showed they are in agreement, while a 13.5% strongly disagree with this statement. Finally, a 5.4% strongly disagree with the statement that they prefer to work by themselves.

3.3 Learning Styles Preferences Graph

Pie Chart 1. **Reid's Category of Perceptual Learning Styles.**
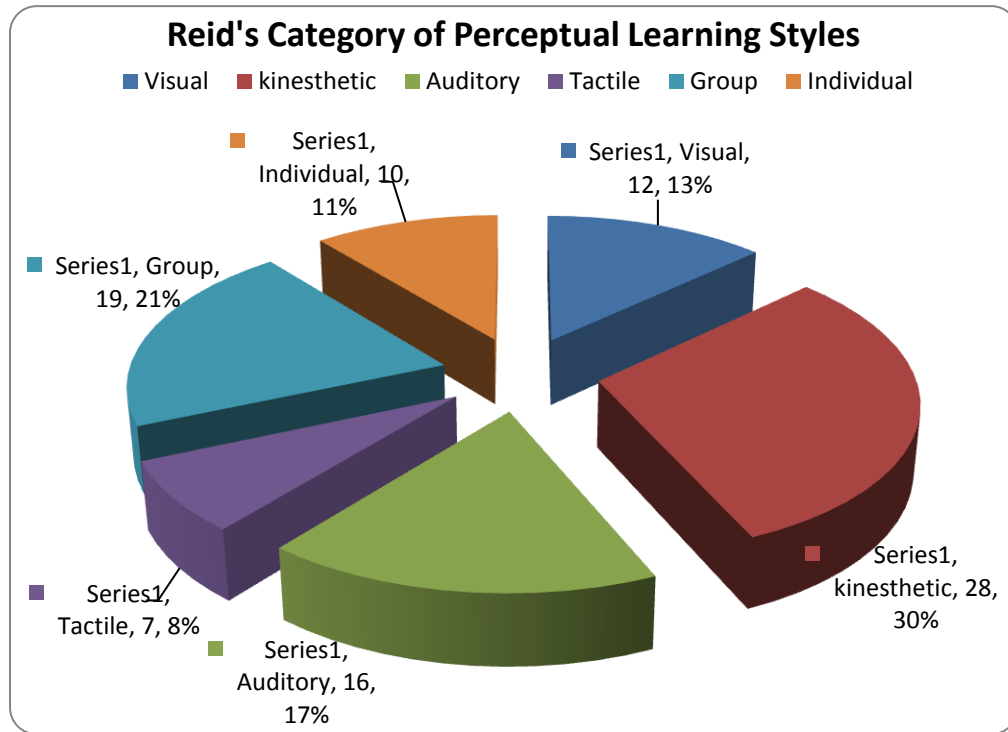
With regard to the information on Reid's Category of Learning Styles, which are auditory, visual, kinesthetic, tactile as well as group and individual, this latter corresponding to the other two categories that Reid included, statistics in this pie chart illustrate in a detailed way all the Perceptual Learning Styles Preferences. Kinesthetic turns out to be the highest Perceptual Learning preference among the students, with 28 of them which corresponds to the 30% of the sample in contrast with Group with 19 students which equivalents to 21% of the research participants. 16 students, which is a 17% belongs to the auditory learning preference. On the other hand, 12 students illustrated in the pie chart makes a 13% belonging to the visual learning preference.

However, a group of 10 students makes 11% and they say to have an individual learning preference. Finally, there are 7 students that say to be Tactile, so they are the 8% of the total sample.

VII.   CONCLUSION OF THE FINDINGS

After approaching the Perceptual Learning Styles Preferences among the students of the Intermediate I English courses, in a systematic way, the research questions were satisfactorily answered.

The first researched question was "What are the Intermediate English I course students' learning styles"? Regarding this question, the answer can be exposed through the outcomes of the study, as showed in the Pie chart 1, and they can be summarized in the following way. First of all, in the classification of Reid, out of 74, which was the total sample, 28 students resulted to be Kinesthetic, which corresponds to 30%. This implies that the majority of students prefer activities pertinent to this learning style, which means doing something in class. For example, participate in role plays, get actively involved in the activities, and generally, learn more effectively when doing activities that imply movement. Secondly, the most preferred Learning Style after Kinesthetic is Group, which was selected by 19 students, representing a 21% of the sample. In other words, for a great deal of students learning becomes easier when they work with others. That is, for example, studying with a group, work on an assignment with two or more classmates, and so forth. Next, the auditory Learning Style ranks as the third most preferred Style, accounting for 17%, which represents 16 students. This means that for these students learning is more effective when they listen to someone or something. Also, they remember things that they have heard in class better than things they have read, and they learn better in class when the teacher gives a lecture. The Learning Style that takes the fourth place in preference is Visual, having 13%, representing 12 students. These students are the ones who prefer reading and studying charts, drawings, and

other information presented with images. The students who were part of this study and have the visual learning style as mostly preferred considered that they learn better by reading what the teacher writes on the board as well as reading textbooks. After Visual, the last two preferred Learning Styles, with the lowest percentages, are: Individual and Tactile. Individual is represented with 11%, which is 10 students out of 74. Generally, these Learners preferred to work by themselves. They reported that when they study alone, they remember things better. Also, when they work alone in class they work and learn better. Regarding the Tactile Learning Style, 7 students selected it as their preferred Learning Style, which accounts for 8%. Students with this preference usually learn more effectively when there is opportunity to use manipulative resources. This type of learners declared that they learn more when they do something for a class project, when they make drawings as they study, and when they build something they remember what they have learned better.

Regarding the second research question, it was successfully answered as well. The question was "What are the most predominant learning styles among students"? The answer to the aforementioned question comes out of the data analysis through which researchers determined the most predominant Perceptual Learning Styles among the participants of this study. The most predominant Learning Style resulted to be Kinesthetic, accounting for 30%, which represents 28 students having this Learning Style. The second learning style, preferred by the participants of this study, is Group. This Learning Style encloses 21% of the participants, which corresponds to 19 students. Finally, the third Learning Style in predominance for this study is Auditory, being selected by 16 students, representing a 17% of the total population. The results can be fully observed in the Pie Chart 1 in order to have a better illustration of this data. Thus based on the results obtained, it can be confirmed that the research purposes were achieved and

the research questions that guided the study were satisfactorily answered providing valuable

information for the people involved in the study and for future studies in this field.

VIII.   RECOMMENDATIONS

The results obtained from this research provided information regarding the students' learning styles; based on that, some recommendations can be presented now to be taken into account not only by the different individuals related to this matter but also future researches.

To Educators:

First, since one of the reasons to carry out this research was the fact that for the people involved in the teaching field learning styles have fundamental significance, as was also expressed by some of the Foreign Language Department professors, the first recommendation is aimed to the educators, especially to the English teachers. They are aware of the existence of different learning styles among students, but sometimes they do not really know what kind of learning styles their students have, they may assume that there are certain learning styles, but they do not know for sure, which ones they are and the most predominant styles among their students. Therefore, it is advisable for teachers to administer a learning style instrument to their students at the beginning of the course. The information obtained would help teachers to know about their students learning styles, also teachers can share this information with their students so that they also know their own learning styles. Teachers should use the results obtained to include them in their planning to provide as many activities as possible to try to satisfy their students' learning preferences as much as possible so learning can be optimized. In addition, knowing students

learning styles, teachers can advise students those strategies and activities that match with the way they learn, this with the objective that students can cooperate to their own learning in an independent manner.

To Students:

The teaching learning process objective is that learning takes place in the most successful way; therefore this process is focused on the student, trying to enable him to be an active agent of his own learning. If this is one of the goals, teachers can help students in this process allowing students know their own learning styles, but also it is important that students get interested in knowing how they learn best. Once students know their learning styles, they should look for learning strategies that match their learning styles.

To the Foreign Language Department:

The Foreign Language Department student population has grown pretty fast in the last years. The class groups' size is pretty large and teachers need to do their best effort in order to facilitate learning to their students in such conditions. Taking into account this situation that may affect the learning process of some students, the FLD should do what is necessary to keep in each class an appropriate amount of students so that learning takes place more effectively. Also, the FLD should work on having teachers updated with learning theories such as learning styles as well as teaching strategies and learning strategies that they could teach their students, so that students learn about their learning styles and know different ways in which they can work on building their own learning more autonomously. Besides that, the FLD department authorities should encourage teachers to have meetings certain number of times each semester to talk and share experiences, knowledge, resources and strategies related to how to provide students with different learning experiences that match their perceptual learning preferences.

To future researchers:

Since this research is the first field-work type research carried out in the Foreign Language Department of the University of El Salvador on students' perceptual learning styles preferences, it can be taken as a starting point to explore and study more deeply on this matter. Future researchers could go one step ahead now that they can consult this research results; they can

research on teachers´ teaching styles and determine if they match with the students´ learning styles and to what extend this influences students´ learning process.

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ANNEXES

ANNEX.1 LEARNING STYLES INVENTORY FOR STUDENTS

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

Objective: This questionnaire presents a series of activities that describe the different learning styles, and it is intended to 1) Identify students learning styles, and 2) know their most preferred ways of learning.

General Information:

Name: _____   Group: _____

Age: 16-19 ☐   Gender: F ☐

    20-22 ☐   M ☐

    23 or above ☐

1st Enrollment ☐   2nd Enrollment ☐   3rd Enrollment ☐

Majoring in: ☐

Licenciatura en Idioma Inglés. Opción Enseñanza

Licenciatura en Lenguas Modernas ☐

Instructions: Please read the following statements and indicate how much they apply to you. Check one of the options.

Perceptual Learning-Style Preference Questionnaire

SA	A	U	D	SD
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

Item	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have heard in class better than things I have read.					
10. When I read instructions, I remember them better.					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					
13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					

16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I have learned better.					
23. I prefer to study with others.					
24. I learn better by reading than by listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I can participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to lectures.					
30. I prefer to work by myself					

ANNEX 2. CHECK LIST FOR OBSERVATION CLASS

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

Objective: Identify students' learning styles through class observation.

Group: _____

DESCRIPTION	Date:	Date:	Date:	Date:
	Number of students	Number of students	Number of students	Number of students
Learning Style: Visual				

• Students write down information presented on the board or mentioned by the teacher.				
• Students read their books while they listen to the audio.				
• Students draw some pictures to remember vocabulary.				
Learning Style: Auditory				
• Students prefer to pay attention to what the teacher says than to read information.				
• Students enjoy listening to activities and complete them easily.				
• Students focus on speaking rather than writing.				
Learning Style: Kinesthetic				
• Students practice short conversations and other speaking activities in pairs.				
• Students role play a conversation.				
• Students move around in the classroom				
Learning Style: Tactile/ Kinesthetic				
• Students work hands on some tasks				
• Students do things with their hands.				
• Students manipulate objects.				
Learning Style: Group				

• Students work in groups and get involved in the activities.				
• Students complete their workbook in pairs or groups.				
• Students ask for help to their classmates.				
Learning Style: Individual				
• Students prefer to work individually				
• Students complete their workbook individually				
• Students do not talk to others in class and focus on working individually.				

ANNEX 3. PROFESSORS' QUESTIONNAIRE

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

Objective: Collect information from people involved in teaching English as a foreign language regarding the importance of learning styles and their familiarity with them, as a result of their experience in the field of education in the Foreign Language Department.

Professor's name: _____ Date: _____

1. Do you consider that students' learning styles are an important element in the learning process?

2. What's the relevance of the learning styles in the learning process?

3. Do you think that professors at the Foreign Language Department can manage to identify some students' learning styles during a course length?

4. Does the fact of professors knowing students' learning styles could benefit the English learning process? How?

5. Do you think students realize about their own learning style? If they do, at what moment is this more likely to happen?

6. Do you believe students might help themselves in their learning process once they have identified their learning styles?

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7. What should students do to get the most out of their learning styles?

Do you consider that most of the FLD students in the English courses do extra work or have extra practice autonomously matching their learning styles preferences?

ANNEX 4. STUDENTS' QUESTIONNAIRE

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

This questionnaire is intended to collect information that will support the research findings about the students' learning styles preferences.

Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: _____   Date: _____

Group: _____   Schedule: _____

1. Are you familiar with the learning styles?

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

3. Do you think you prefer a specific way to learn English? Which one? Explain.

4. Have you ever taken a learning style test? What was the result?

5. If so, how has your learning style helped you in your learning process?

6. Do you consider that knowing about your learning styles may benefit your learning process?

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

ANNEX 5. SCORING TABLES (INVENTORY ITEMS CORRESPONDONG TO EACH LEARNING STYLE LEARNING STYLE)

Visual	
Question	Score
6	
10	
12	
24	
29	
Total	
Score = Total x 2	

Tactile	
Question	Score
11	
14	
16	
22	
25	
Total	
Score = Total x 2	

Auditory	
Question	Score
1	
7	

Question	Score
9	
17	
20	
Total	
Score = Total x 2	

Group

Question	Score
3	
4	
5	
21	
23	
Total	
Score = Total x 2	

Kinesthetic

Question	Score
2	
8	
15	
19	
26	
Total	
Score = Total x 2	

Individual

Question	Score
13	
18	
27	
28	
30	
Total	
Score = Total x 2	

ANNEX 6. PROFESSORS' INTERVIEWS TRASCRIPT

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

This questionnaire is intended to collect information that will support the research findings and will provide the point of view of   some of the Foreign Language Department professors regarding the research topic.

Objective:

To collect information from people involved in teaching English as a foreign language regarding the importance of learning styles and their familiarity with them, as a result of their experience in the field of education in the Foreign Language Department.

Professor's name: <u>Licda. Claudia Marina Vides de Guzman</u>   Date: <u>17/11/10</u>

1. Do you consider that students' learning styles are an important element in the learning process?

Definitely it is a very important element, we have to take advantage, we have to be able to notice which of the strengths and which learning styles the students are most influenced with. So, in that case, we need to take advantage of those learning styles and provide opportunities for them to learn better.

2. What's the relevance of the learning styles in the learning process?

Well, actually, it is just a learning theory right?, and in that learning theory it is thought that student each individual has his or her particular learning style and why is it relevant? Well, because as teachers we have the responsibility to identify each student learning style and why do we have that responsibility? We need to provide the activities that aim their learning styles. For example if we just used visual aids all the time, what is going to happen with those students that are more auditory based on that learning theory, right? Not much people believe in that learning theory. I think it is a way of thinking.

3. Do you think that professors at the Foreign Language Department can manage to identify some students' learning styles during a course length?

Yes, it is possible, we can see that some students are sometimes just taking notes, sometimes they don't even take notes just listening to you. Now for a professor to identify students learning styles it is necessary that you pay close attention to them, but if you are not interested in paying attention to each individual what you can do is just how about a questionnaire. Nowadays there are so many questionnaires in the web you can take advantage of, and you can past that questionnaire to your students in the first week of classes to identify their learning styles. If you do so, you don't need to do it during the whole course, apart from the fact that doing it in the beginning is more advisable. So you can benefit and the students can benefit from that knowledge that you have about their own learning style preferences then you can provide more opportunities.

4. Does the fact of professors knowing students' learning styles could benefit the English learning process? How?

Well, each of them it is supposed to have and you need to have their learning styles or something they have learned. Knowing the students learning styles how could it benefit in their learning process. Well, sometimes as I was telling you, if we just provide the students with some activities that just aim a particular learning style what is going to happen with the rest of the students, there are more kinesthetic and that would be a problem. But have we provided the correct activities?. Probably not, so, if we identify through any type of means that we have a particular learning style, and if we take the responsibility to carry out as many activities as possible, we give a student a chance to learn better. Then the student will benefit too.

5. Do you think students realize about their own learning style? If they do, at what moment is this more likely to happen?

Well, I want to see so sure that they are aware of the learning styles, you know, but I think it is our responsibility to make them aware of it. So, we can make good use of it, I mean if they don't use visual aids, go ahead and do as many activities as possible to take advantage of this type of learning styles, and I am sure that their knowledge will increase definitely their competence in the language in this case.

6. Do you believe students might help themselves in their learning process once they have identified their learning styles?

Yeah, definitely, as I was telling you, if they are conscious of what their learning style is, I guess they would try to develop more activities related to their learning styles and in that way probably their learning will increase. It would be better if they are conscious about it. It is our responsibility, to make them aware.

7. What should students do to get the most out of their learning styles?

Well, they should take responsibility on it, I mean, if they just identify them but they don't do anything about it, it is like not knowing anything at all about it. So, if you want to know which learning styles you are most comparable with or go with most, well, start doing activities and everything that is related to those particular learning styles and in that way, of course, I am pretty sure that is going to be enhanced.

8. Do you consider that most of the FLD students in the English courses do extra work or have extra practice autonomously matching their learning styles preferences?

Maybe they don't do it consciously. For example, there are some students that tell me that they like to watch movies in English. And so, it means that they probably are not conscious but why they are doing it? So, that is because they know that this is the way they learn better and there are some of them that like to listen to music and they tell me look, and I think that they have had any experience and they want to know the meaning of that song and they are learning to that, but, I mean, maybe they are not conscious but they are doing it so.

CONGRATULATIONS FOR YOUR PROJECT!!

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

Objective: Collect information from people involved in teaching English as a foreign language regarding the importance of learning styles and their familiarity with them, as a result of their experience in the field of education in the Foreign Language Department.

Professor's name: ___Nicolas Ayala_____ Date: _November 17th, 2010_

1. Do you consider that students' learning styles are an important element in the learning process?

That's a Yes/ no question right, the answer is, yes, it is important.

2. What's the relevance of the learning styles in the learning process?

Well, it's clear once you have identify your students' learning styles that one side of the picture you can do a better class planning in order to provide activities, or bring activities to the classroom for the wide population of learning styles that you encounter in your students' population. You are not aware of that situation as a teacher you would tend to teach the way you learn and you will somehow impose your own learning style into teaching, that's what we usually do, and that's going to affect the students if they do not know their preferences maybe they are going to be doing some works and using some strategies that are not the most effective for learning, I mean it's not the best way for them to learn. Sometimes they are emphasizing on visual activities but maybe they are not a visual learner, they are auditory learner, they need more input, they need to listen to more, to sounds, recording that reading. It is both, relevant for teachers as well as students.

3. Do you think that professors at the Foreign Language Department can manage to identify some students' learning styles during a course length?

It has to do with the training; the point is that not all teachers have gone to a training where they are conscious how they can identify the learning styles and if you haven't read, if you are not updated in multiple intelligences theories, well chances are you are not going to identify students' learning styles and you are not going to be interested in that topic because it is not part of your domain. But it has to do with what kind of training you have had and if you know the theory you can start putting it into practice and , but not all teachers are adapted to teach OK. The ones that usually do this are the ones that usually work with the didactic courses. The ones who have been teaching didactics I, didactics II, and didactics III, then they get to know that you can work on that theory, but there are some others that are just interested in grammar and some other topics. We can somehow apply into the classroom the principles that we can apply into the classroom. So, not all teachers get to do that consciously.

4. Does the fact of professors knowing students' learning styles could benefit the English learning process? How?

Well, the point is that we have to turn the page around and previously everything was teacher centered, and now it's students centered, and you have students enter in your mind and not yours, the way they learn, the way they process the information and then the planning g is the other way around. You plan for students, not for yourself, and that has changed the whole idea how to approach teaching, how to plan it, how to deliverer your class.

How could they use that knowledge?

Because they are going to emphasize, you administer a diagnostic test and then you have a map of y our class so you know their preferences. In advance you can plan to address those learning styles in the classroom. I mean, you know that they are not visual learners at all so why bothering preparing a lot of visual aids if it is nor the right strategy to use in the classroom, you can prepare a set of activities that are suited, that are tailored to their learning styles.

5. Do you think students realize about their own learning style? If they do, at what moment is this more likely to happen?

That's something similar to the teachers. They get to know consciously once they are taking didactics I, II, and III and when they are doing their teaching practice. In the intensive courses, I do not know, they may have an idea that they prefer those kinds of activities but they cannot explain it, why they feel like that, they do not know why.

Unconsciously they might have the idea, I like this. When they have the theory…

If you are not consciously aware, you cannot monitor what you do, so it would be really advisable to work on this at the beginning stage, I mean all teachers should know the theory and they should administer tests and tell students these are you preferences, you can work on this. I mean you can guide your students to explode their potential according to their learning style, but that has to be on purpose, that has to be planned. I mean we have to guide students to get serious. I think some teachers are doing that but not everyone.

6. Do you believe students might help themselves in their learning process once they have identified their learning styles?

Because they are going to decide I am going to work on this activity because this is the way I learn better. We had a different professor a couple of years ago and she told us her story, that she was not a visual learner at all, but she had a teacher who was always using visual aids. What she had to do is that she read the information, she take her for her say and then she started chatting and listening to her own voice and that was the way she studied, and she started getting better grades doing that, OK. She was not acquiring what was given to her through visual means into auditory means and that gave her good results and achieving good grades. That could be the case for any of our students.

Well, first they could ask teachers, we want these types of activities in the classroom. They have the right to propose. Out of class you can design your all schedule and you could do out of class activities to take advantage of your free time, and go to the library, go to the lab and use your free time to do activities that are going to be beneficial for you in the meantime and the long term, activities that are related to their learning style.

But that's also part educating teachers and students, because to do self-directed learning requires guidance from the side of the teachers and also requires discipline from the side of the students because you are going to design your own schedule and you are going to set your own page and you are going to do what's possible for what you are going to do, you are going to complied with what you said and that requires discipline and that's why students from other cultures, they explode this area. I know Asian students, they are so discipline, so dedicated that they can study on their own and they don't need someone to be telling them you have to do this and you have to study, but we Latinos, we prefer being in groups or doing pair work, I mean being classes if not we don't feel like going on our own. It has to do with culture, and in general we are what we call "una cultura oral" we prefer, we like listening and speaking, but not reading and writing in general. Cause Latin American countries, they are associated with culture. We like talking rather than writing. You have to analyze the theories and the culture and you have to deal with it.

7. What should students do to get the most out of their learning styles?

8. Do you consider that most of the FLD students in the English courses do extra work or have extra practice autonomously matching their learning styles preferences?

Very little, most Latinos, we are the kind of people that we just do what is needed. We just do what is necessary and then we like hanging around, parting and having fun.

Even though you demand from students, they are going to do what is necessary to pass your class, but they are not going to kill themselves. There are few students who do that, but in general they are not going to do that on own their own even though you ask them to do that. (Because of culture) It is there.

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

Objective: Collect information from people involved in teaching English as a foreign language regarding the importance of learning styles and their familiarity with them, as a result of their experience in the field of education in the Foreign Language Department.

Professor's name: _Miguel Carranza_____ Date: November 17th 2010

1. Do you consider that students' learning styles are an important element in the learning process?

I think they are, and I also there are other elements that can be considered important in the learning process. Yes, learning styles are an important element, however not fully understood yet, but many people.

2. What's the relevance of the learning styles in the learning process?

Ideally or you the styles you could target these styles. However, I also heard that we should promote the integral students, and not just focus on one or two styles, like the multiple intelligences. We want the students to develop all the intelligences and maybe we want to help students to learn in other ways, not only their particular style.

3. Do you think that professors at the Foreign Language Department can manage to identify some students' learning styles during a course length?

We don't use any inventory or any psychological test for example ,but I would assume that we have a lot of visual and kinesthetic students, so most of our students are visual and somehow kinesthetic but of course we have some auditory learners also, but probably I would say that many teachers do not care much about the students' leaning styles, maybe what we care is that the students learn, it doesn't matter what style they use but probably some may try to combine different activities for different learners.

4. Does the fact of professors knowing students' learning styles could benefit the English learning process? How?

I think it does, because it makes teachers aware about the students' learning styles, but as I told you most students or most people in our country tend to be visual learner, based on the experience I have, also students are visual learners, there are a few kinesthetic there are a few auditory, maybe their realized the importance but they do not do much, we do not do much.

5. Do you think students realize about their own learning style? If they do, at what moment is this more likely to happen?

I don't think that many students think about how they learn, students are here automatically or just want to graduate, but most of them may not even think of how we learn, how they learn, how learning takes place. They don't even think about that, I wouldn't assume they think about what learning style they have. It's not like a big deal for them.

6. Do you believe students might help themselves in their learning process once they have identified their learning styles?

Well, it always helps to get to know yourself. If you know that you are a visual, like I am that I know that I am a visual, I like the visual things, but I miss the other parts, I miss the auditory part. I used to be expose to other teachers who don't write so much, so it is important for you to know that, but it is important to expand your skills, your horizons for saying because teachers don't want you to work on one particular skill or style, they want you to go through all different styles, to complete with the other styles.

7. What should students do to get the most out of their learning styles?

They invest more time studying, I frequently tell my students "well, you should sleep less and study more", but sometimes they don't know how to study and sometimes they do not even think about their learning style, it something that becomes automatic, or by instinct you know they way you have to study and then you study as you like as you please, like some people like to take notes , some like to work in written , some others are more auditory , some people pay attention in class and remember many everything , so how , maybe they can take the inventories , or surveys, or these tests just to know, in class they should be expose to different activities, that contribute to different learning styles not just for the auditory but try to combine. I think it's difficult on a daily biases cause you are busy then you have the content and you have to organize the content, but you say I didn't think about the auditory, I didn't

think about the kinesthetic, but you know it's always good to have some variety in the class, so maybe.

8. Do you consider that most of the FLD students in the English courses do extra work or have extra practice autonomously matching their learning styles preferences?

It's a difficult question to answer. Most students you say, right? I wish many students did extra work or practiced autonomously, but that they do it matching their learning styles preferences, I mean if they study they follow their own style; they follow what they like right? And for example I had this thing that I didn't think that I would take notes of some of the questions my professor would use, I would take notes on a corner, on a side of the page, later when I would use this, I would see what I had written, I would remember, that was because I am visual, so I remembered this, so yes I would assume that most students when

they study, they do extra work they do it matching their own learning styles preferences, but scientifically speaking I do not how many students do more extra work, so if 15, 20, 30% of the students go the extra mile and match their own learning style preferences, but yet I do not have numbers, I do not know the statistics about this question, interesting question.

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School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

Objective: Collect information from people involved in teaching English as a foreign language regarding the importance of learning styles and their familiarity with them, as a result of their experience in the field of education in the Foreign Language Department.

Interviewee: _____ Alexander Landaverde _____ Date: Nov. 10th, 2010

1. Do you consider that students' learning styles are an important element in the learning process?

Considering that learning styles are trends in education that are taking a lot of relevance, according to the theory, learning styles influence in a way, the way students perceive information, and how they use it. I think it definitely helps a lot.

2. What's the relevance of the learning styles in the learning process?

3. Do you think that professors at the Foreign Language Department can manage to identify some students' learning styles during a course length?

Yes, to a certain extend. One of my main concerns with these issues, with these trends like learning styles, or multiple intelligences, or emotional intelligences, is that its effective adoption does not come overnight; like a teacher cannot say, "O.k. starting this semester I'm going to use learning styles in my class, or I'm going to address my students learning styles". I mean, it would be fantastic if that implementation were that simple, but it is not. First of all, the successful implementation of an educational trend requires that the teacher is not only familiar, but has a solid content of that trend, that the teacher understands the principles, the theory behind; that the teacher has practice with it, that he knows how to process assessment with this theory. That is not so simple. I could tell you "yes, yes, just a matter of passing a survey to the students". There are some very practical surveys in the Internet where you could, you know, well, "you are predominantly visual, you are predominantly kinesthetic, or auditory". But what do we do next? O.k., then we can look for some activities, but again this is not that simple. So answering the question I would say "no". The application of some approach is not easy to do, to develop. It actually requires training, supervision, follow-up, and a close monitoring from an expert, if we want teachers to use learning styles as they should.

4. Does the fact of professors knowing students' learning styles could benefit the English learning process? How?

Yes, I mean, teachers could benefit from knowing, and students even more. I mean, all teachers and students can benefit. Successful implementation of any program requires, first, the aid of an expert. Someone who really understands how it works and that can monitor others. Second, it would require willingness, in this case from teachers to adopt this new trend. Now this is particularly challenging for two reasons. First, we are working in a public university, and public universities have probably more problems when it comes to implementing changes. The second is that most of our teaching is, you know, we use the communicative approach: the tape recorder, the book, the lesson; although we use Internet and some other things sometimes.

5. Do you think students realize about their own learning style? If they do, at what moment is this more likely to happen?

6. Do you believe students might help themselves in their learning process once they have identified their learning styles?

7. What should students do to get the most out of their learning styles?
Well, I mean, follow them up. A good idea would obviously be to look for content of the learning style that works best for them. Let's say for example that I am more auditory. Instead of being concerned in reading a lot of books, I would try to see if there is an audio version of that book. I would try to get some relevant thoughts through probably lectures. I would probably record classes instead of taking notes. That's just an example. But in case let's say I'm more like a visual person I can probably use maps or get Power Point Presentations. Try to look for ways in which I can meet my learning style. What I like from the learning style theory is that it suggests that students can learn best, and in a way that could be independent. I mean, that's positive. But my concern is that most of these theories are conceived in an origin of a learning environment that is very different from ours. So in making the transfer the right way, in transferring that knowledge, making that transfer to our context and getting the same result , is where the challenge lies.

8. Do you consider that most of the FLD students in the English courses do extra work or have extra practice autonomously matching their learning styles preferences?

Well, no, I mean… I would just probably say that few students work on their learning styles by their own. Now, if they do it, they might do it unconsciously. Not probably in a conscious way, but unconsciously. What I did notice is that now there are more people that are using the Internet. They are like creating their own websites. Yes, but not probably like something directed, it is more like something out of common sense, instinctive; like an instinctive way of looking for answers.

ANNEX 7. **STUDENTS' INTERVIEWS TRANSCRIPT**

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

This questionnaire is intended to collect information that will support the research findings about the students' learning styles preferences.

Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: Vicente Javier Hernandez Miranda Date: 18/11/10

Group: 07   Schedule: 2:00-4:00 PM

1. Are you familiar with the learning styles?

No but I think it is a kind or a way of learning of each individual. For example: I have my own way to learn and it is different from others.

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

Yes, for example, I like to play Simon says to learn the parts of the body.

3. Do you think you prefer a specific way to learn English? Which one? Explain.

Well, I like to learn English by playing any kind of games.

4. Have you ever taken a learning style test? What was the result?

No, I have never taken a learning style test only the one that you pass us in the classroom and I don't know the result yet.

5. If so, how has your learning style helped you in your learning process?

Well, I don't know how because I don't know the result but I think it is very helpful in the learning process.

6. Do you consider that knowing about your learning styles may benefit your learning process?

Yes, of course, why no. It helps you because you focus on the way you learn better.

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

Yes, for example: when the teacher only talks and talk and we don't do exercises. That is very bored.

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

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Objective:

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Student's name: _____Roberto Hernández_____ Date: Nov.4th, 2010

Group: 04   Schedule: 9:00 – 11:00 a.m.

1. Are you familiar with the learning styles?

Yes, a little.

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

I like activities in general, but especially those in groups, the ones that require involvement from all the class. I love to work in groups. I also like funny activities. I think is the better way to learn for me, because you are learning at the same time that you are playing.

3. Do you think you prefer a specific way to learn English? Which one? Explain.

Yes, I like to listen to music, watch videos, sing songs, and use the Internet. I like to learn English in a very interactive way in general.

4. Have you ever taken a learning style test? What was the result?

Unfortunately not.

5. If so, how has your learning style helped you in your learning process?

6. Do you consider that knowing about your learning styles may benefit your learning process?

Yes, definitely. For example, if I know that learn better in a certain way, I would use that way. So, if I learn better by watching videos for example, I would definitely learn by watching videos. So the advantage of knowing your learning style is that it helps your learning be more successful by implementing the activities that are more suitable for your learning preference.

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

Of course it is. There are always activities that you don't like, and that's o.k., because not everything is supposed to meet your likes, and plus you are not the only one in the class, so the activities address many students likes. But I like almost all activities.

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

This questionnaire is intended to collect information that will support the research findings about the students' learning styles preferences.

Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: _____Manuel Castro_____ Date: Nov. 4th ,2010

Group: __01__ Schedule: 7:00 – 9:00 a.m.

1. Are you familiar with the learning styles?

Actually not. This is the first time that I heat about learning styles.

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

Yes. Well, you know, there are always activities that call your attention ore than others, and that you obviously like more than others, for different reasons, of course. Either because you

simple like activities, or the activity is done in such a way that becomes interesting for you, right.

3. Do you think you prefer a specific way to learn English? Which one? Explain.

Yes. Before coming to this university, I learned English in another place. But there, it was different. We learned English in a way that was more grammar, so there were few activities. Here we do a lot of activities and there is more participation. So I like to learn that way, by doing activities.

4. Have you ever taken a learning style test? What was the result?

No. Never. I would like though.

5. If so, how has your learning style helped you in your learning process?

6. Do you consider that knowing about your learning styles may benefit your learning process?

Yes, of course, because If you know your learning style, then you know the activities or ways of learning English that are more suited for you. I mean, of you know that there is a way in which you learn better, you would obviously use that way. As a result, your learning is going to be more successful.

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

It is very difficult. It's weird when all the students get involved in the activities and you don't, but you are a student, so you have to participate anyway.

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

This questionnaire is intended to collect information that will support the research findings about the students' learning styles preferences.

Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: <u>Carlos Lisandro Javier Urrutia Vásquez</u>   Date: <u>18/11/10</u>

Group: <u>9</u>   Schedule: <u>5:00-7:00 PM</u>

1. Are you familiar with the learning styles?

No, I don't know how many learning styles are and I don't know how they work.

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

Yes, I like when we do many activities like conversations or discussions. Well, I like to talk a lot. I am very talkative.

3. Do you think you prefer a specific way to learn English? Which one? Explain.

Yes, I like to learn English by talking or by watching movies or by listening to music

4. Have you ever taken a learning style test? What was the result?

No, only the one you gave us. But I don't know the result.

5. If so, how has your learning style helped you in your learning process?

I don't know how has they helped me because I don't know them maybe in letter.

6. Do you consider that knowing about your learning styles may benefit your learning process?

Yes, I think if you know about them you can improve your learning process.

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

Yes, I don't like to write too much in the notebook and in the book.

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Foreign Language Department

Research Project: Students' Learning Styles

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Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: <u>Marta Isabel Cañas López</u>   Date: <u>18/11/10</u>

Group: <u>8</u>   Schedule: <u>2:00-4:00 PM</u>

1. Are you familiar with the learning styles?

Yes, maybe not at all but some of them, for example, some people learn by talking, other, by watching and others learn by drawing. That is what I know about it.

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

Well, I feel comfortable playing or talking to my classmates.

3. Do you think you prefer a specific way to learn English? Which one? Explain.

I always prefer to learn by practicing my English because if you don't practice anything at all, you don't learn English.

4. Have you ever taken a learning style test? What was the result?

No, I have never taken a learning style test, and I don't know how they work.

5. If so, how has your learning style helped you in your learning process?

Well, I don't know because I haven't taken that yet, so, let it comes first.

6. Do you consider that knowing about your learning styles may benefit your learning process?

Yeah, definitely, because as you say, it help us to learn better

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

Yes, I don't like to be moving around the classroom. It is uncomfortable.

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

This questionnaire is intended to collect information that will support the research findings about the students' learning styles preferences.

Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: Joseph Mazariego_____ Date: Thursday, October 28th
Group: 05   Schedule: 1-3

1. Are you familiar with the learning styles?

Yes, I have heard some of the learning styles, like listen to music, reading books , practicing with another person.

2. Do you feel more comfortable doing certain activities in the classroom? What kind of activities?

Yeah, I like more the visual learning, like when the teacher shows pictures, structures about a specific tense, they are very helpful.

For example we just have learned the present continues, and we have learned the auxiliary have plus the verb to be in participle, and the verb in ING.

3. Do you think you prefer a specific way to learn English? Which one? Explain.

Yeah, I prefer the listening, listening to music, because for example if I learn a song that I like, I go search for the lyrics, and if I see a word that I do not know, I go to the dictionary and research for the word. That's very helpful for me.

4. Have you ever taken a learning style test? What was the result?

No, I haven't.

5. If so, how has your learning style helped you in your learning process?

Yeah, I think it has helped me a lot, because I'm taking the second course of the first year of the university and all the subjects, I have some kind of knowledge of the subjects that is because in the past I have been in English class, like 3 months, 6 months and also the learning style, listening to music, helped a lot. In the pronunciation, different pronunciation because not all the singers have the same pronunciation, that's because of the country, because if they are from the United States from different parts of there, it's not the same.

6. Do you consider that knowing about your learning styles may benefit your learning process?

Well, when I have kind of knowledge of the subject, it's the same for me, because I already know that, what is talking about. At this point, I do not know in the future I would prefer the visual aid, something like that.

7. Is it difficult for you to learn when doing certain activities in the classroom that you do not like much?

Well, like I have a kind of knowledge of the subject, it is the same for me because I already know what is talking about, at this point, maybe in the future I would prefer the visual aid, something like that.

University of El Salvador

School of Arts and Science

Foreign Language Department

Research Project: Students' Learning Styles

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Objective:

To collect information from students who are studying English as a foreign language in the Foreign Language Department regarding to their preference to learn.

Student's name: ___Kelvin_____ Date: Thursday, October 28th Group: 05 Schedule: 1-3

1. Are you familiar with the learning styles?

Yes, I know something about them.

2. Do you feel more comfortable certain activities in the classroom? (Some specific activities?)

Yes, because if we work when doing activities, I think that the comprehension is going to be easier, I think that the dynamic activities are very important in the process.

3. Do you think you prefer specific ways to learn English?

Yes, I enjoy for example listening, I like reading, for example watching movies I think is   a very good way to learn English, also listening music, I think they are very good.

4. Have you ever taken a learning style test?

Yes, I have taken listening, reading, for example.

5. If so, how has your learning style helped you in your learning process?

(The previous answer was not exactly about learning styles, the test that the student described are on the learning skills)

6. Do you consider that knowing about your learning style may benefit you in your learning process?

Yes , because for example, sometimes people have many problems with listening, for example when I am alone in my house I practice listening, my listening because I think I have a few problems with that, but for example, I think listening and reading are very good ways of learning.

7. Is it difficult for you to learn when doing certain activities in the classroom that you don't like much? Yes, it so difficult because for example the process is so boring. I prefer speaking, reading and grammar.