Final Research Project:

Learning Styles and their relevance to Second Language Acquisition in Secondary Education

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List of abbreviations

FL: *Foreign Language*

FLA: *First Language Acquisition*

L1: *First Language*

L2: *Second Language*

LS: *Learning Styles*

MI: *Multiple Intelligences*

NL*: Native Language*

NLP: *Neuro-Linguistic Programming*

QA: *Quantitative Analysis*

SLA: *Second Language Acquisition*

VAK: *Visual-Auditory-Kinaesthetic*

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Abstract

Every student experiences a series of physical and psychological changes in the course of adolescence. For that reason, teachers must take those transformations into account to adjust the teaching practices while respecting all learners' differences, interests and needs. In other words, educators have to consider the diverse situational and individual factors involved in the language class. The following research is motivated by such a demanding task when developing students' L2 acquisition in secondary education.

This study aimed to identify learning styles among secondary school students, investigate their relevance to Second Language Acquisition (SLA), and check the students' level of awareness concerning this matter. The hypothesis was tested through the quantitative analysis (QA) of the data collected with tests, surveys and questionnaires. To this end, thirty students were randomly selected from a state-run secondary school in Roque Pérez, Buenos Aires province (Argentina).

Keywords:

Contents

1. *Chapter I*

1.1. Introduction

Language acquisition involves the process of developing the ability to understand language. It is of vital importance because it allows for cultural understanding, the flow of ideas and ease of communication through speech. Second Language Acquisition (SLA) cannot ignore L1 acquisition, the learning settings and learners' differences. Each student is certainly different because they have distinctive individual factors. Some of them are difficult to define and classify since qualities like aptitude or motivation cannot be directly observed. In this line, Ellis (1985) proposed a distinction between personal and general factors. While the first are features of each individual's approach to learning an L2, the second are common characteristics of all learners, such as learning styles.

1.2. Statement of the problem

The students of Dr José Roque Pérez secondary school in Buenos Aires province have dissimilar levels of proficiency in the English language. Some of them consider that this is because teaching practices and course materials are not interesting enough or do not usually match their preferences.

This investigation aims to identify secondary school students' learning styles and to check if learners acknowledge their relevance to facilitate SLA. In agreement with this, the problem of this research paper is proposed by the following questions: What perceptual learning styles are there among secondary school students? Do they know about the importance of their learning styles to facilitate L2 acquisition?

The study is expected to be carried out in four weeks, in which participants are going to take individual learning style questionnaires (tests) and a survey.

1.3. Justification

Perceptual learning styles are part of learners' personalities which show their learning preferences concerning their senses. That is why identifying and understanding them is helpful for teachers because they can adjust instruction to promote meaningful learning in any subject. Consequently, more efficient curricula will be developed if students' learning styles start to be taken into account in schools.

1.4. Hypothesis

Secondary school students are aware of the relevance of learning styles to facilitate Second Language Acquisition (SLA).

1.5. Objectives

General objective

- To investigate and verify students' acknowledgement of the relevance of learning styles to facilitate Second Language Acquisition (SLA).

Specific objectives

- To identify and categorise learning style preferences among secondary school students.
- To investigate and verify students' acknowledgement of the relevance of learning styles to facilitate Second Language Acquisition (SLA) in a state-run secondary school in Roque Pérez, Buenos Aires province.

2. *Chapter II*

2.1. Theoretical framework

2.1.1. L1 acquisition / FLA vs. L2 acquisition / SLA

A *first language* (a.k.a. mother tongue, native language [NL], or L1) is the language that people have been exposed to since birth or during the critical period. Chomsky's innateness hypothesis postulates that humans have an innate faculty or component for language. According to this, children extract syntax aspects and grammar rules from their linguistic environment. In other words, they achieve First Language Acquisition (FLA) and construct grammar on their own while going through a series of universal developmental stages, which are part of a creative, gradual and incremental process: babbling (it takes place in the first months after birth), holophrastic (it starts after the age of one when the child manages to utter his first words and realises that sounds are related to meanings), telegraphic (around the second year, when infants begin to join words) and adult (the uppermost part of language development).

A *second language* (or L2) is any other language learned and used apart from the first one. However, there is a distinction between second and foreign [FL] languages. 'A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted' (Oxford, 2001:1).

In SLA, 'L2 learners construct grammars of the target language –called interlanguage grammars– that go through stages, like the grammars of L1 learners' (Fromkin et al., 2011:368). Many researchers consider that L1 and L2 acquisition processes are similar. Indeed, some SLA theories suggest that the same principles of first language acquisition operate. In the end, '[i]nfluence from the speaker's first language makes L2 acquisition appear different from L1 acquisition' (Fromkin et al., 2011:368).

On the contrary, a second view (known as the fundamental difference hypothesis) suggests that learners of a second language construct grammars following different principles than the ones used in L1 acquisition (they are believed to use general learning mechanisms and problem-solving skills rather than specifically linguistic principles).

On balance, while FLA is based on universal grammar and needs no instruction, SLA usually requires it and uses prior grammar knowledge.

2.1.2. Language acquisition and Language learning

According to Krashen (1982:10), there are two distinct and independent ways of developing competence in a second language. The first one, known as *language acquisition*, is the product of a subconscious, implicit and automatic process almost equivalent to the one experienced by children when they acquire their first language. In the early stages, kids are not aware of the language patterns they are acquiring. Nevertheless, somehow, they can distinguish the correct grammar structures from the wrong ones, even without having seen the rules before (Chomsky's Universal Grammar theory proposes that this ability might be explained due to an innate faculty for language linked to a set of universal laws). Furthermore, Krashen (1981:1) stated that language acquisition 'requires meaningful interaction in the target language -natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding'.

On the other hand, the second way is *language learning*, which refers to the conscious, explicit and controlled process of getting new language patterns and grammar rules (i.e., formal knowledge of a language). It is believed to be fostered by correcting errors and presenting explicit rules (Krashen, 1981).

2.1.3. Learning styles: definitions and modalities

The notion of learning styles comes from general psychology. Keefe (1979:4) defined learning style as the combination of 'cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment'. Felder and Henriques (1995:21) explained the meaning of learning style as '[t]he ways in which an individual characteristically acquires, retains, and retrieves information. However, Dörnyei and Skehan (2003:602) made a distinction between cognitive and learning styles: '[t]he former can be defined as a predisposition to process information in a characteristic manner while the latter can be defined as a typical preference for approaching learning in general. The former, in other words, is more restricted to information-processing preferences, while the latter embraces all aspects of learning.'

Other approaches to the study of learning styles include sensory preference. Renou (2010:2) pointed out that a 'perceptual learning style has to do with the physical environment in which we learn, and involves using our senses in order to perceive data'. American research (Dunn, 1983, 1984) demonstrated that learners have four basic perceptual learning modalities: *Visual* (involving the sense of sight, by seeing pictures, diagrams, displays, handouts, charts, or by reading), *Auditory* (involving the sense of hearing, by transferring information through listening to audio recordings, sounds or noises), *Kinaesthetic* (involving physical response through muscle movement and nerve stimulation) and *Tactile* (involving the sense of touch, by touching, holding or having practical hands-on experiences). In addition to this, Reid (1987) distinguished between minor (or negative) and major preferences towards individual and group learning.

Another possible variant, known as the Visual-Auditory-Kinaesthetic (VAK) model, proposes that Kinaesthetic and Tactile preferences can be grouped because they are related. The original concepts of this theory were first developed by psychologists and teaching specialists in the 1920's. The VAK model is also associated with the psychological approach called Neuro-Linguistic Programming (NLP), which was developed by John Grinder and Richard Bandler in the 1970s. It provides a simple reference inventory by which it is possible to design learning methods that match people's preferences. According to this model, most people tend to possess a dominant or preferred learning style; however, some individuals may have a mixed and evenly balanced blend of the three styles.

2.1.4. Learning styles vs. Learning strategies

Learning styles must not be confused with learning strategies, given that they are entirely different concepts. *Learning styles* are 'the general approaches (...) that students use in acquiring a new language or in learning any other subject' (Oxford, 2001:2). They are part of people's personalities, reflecting their learning preferences.

In opposition, *learning strategies* are 'the particular techniques or methods students use in learning situations to solve problems, approach an assignment, prepare for a test, or otherwise engage in classroom activities' (Wintergerst et al., 2003:86). They can be applied consciously according to the circumstances.

2.1.5. Learning Styles (LS) vs. Multiple Intelligences (MI)

The Multiple Intelligences (MI) theory was postulated by the psychologist Howard Gardner. In his book *Frames of Mind*, he suggested that humans have a range of 'intelligences' (Gardner, 1983) and listed seven of them: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinaesthetic, musical/rhythmical, interpersonal and intrapersonal. Another one called naturalistic intelligence was then added to refer to the ability to recognise and classify patterns in nature (Gardner, 1993). According to Gardner's view, in each person one (or even more) of these capacities predominate. However, his theory does not account for the specific learning needs a student has during the information intake process and it also disregards some sensory modalities which influence learners' performance (indeed, MI mostly deals with reasoning and logical thinking).

Conversely, Learning Style (LS) approaches lay the basis for making a diagnosis about people's learning preferences. They provide recommendations that might improve academic achievement and school performance. Some of them even give insight into students' thinking styles and brain processing while considering all sensory modalities (Prashnig, 2004).

In summary, MI is a theoretical framework for defining, understanding, assessing and developing people's different intelligence factors (it is more oriented to the 'output' function of information intake, knowledge and skills). Nevertheless, LS can be defined as the ways individuals prefer to concentrate on, store and remember new or difficult information (they explain 'input' capabilities of human beings).

3. *Chapter III*

3.1. Methodology

A descriptive design was chosen to prove the stated hypothesis due to its clarity. The research strategy followed the quantitative method of analysis to verify the relevance of learning styles as regards SLA among secondary school students. Two VAK tests and a Google Forms survey were used to collect valuable data from learners.

The population included about 180 (one hundred eighty) students between fifteen and seventeen years old (4th, 5th and 6th years) from a state-run secondary school in Roque Pérez, Buenos Aires province. The sample consisted of 30 (thirty) students.

3.2. Analysis and findings

This research was conducted in the educational context using different tools (see Appendix) to collect information. To identify learning styles among students, the 'Lead VAK Test' (Revell and Norman, 1997) was used initially. Another VAK learning style self-assessment questionnaire (Chislett and Chapman, 2005) was chosen to confirm the participants' preferences and to verify how they best receive information. It consisted of a multiple-choice questionnaire with thirty questions. In each one of them, students had to choose only one of the three different options (A for visual learning style, B for auditory learning style or C for kinaesthetic/tactile learning style). After answering them all, they counted the total number of A's, B's and C's selected, obtaining their learning style preference or mix.

In the case of the Google Forms survey, students were asked to answer eight questions related to the number of years studying English, their learning preferences and their overall proficiency in English.

Tables and graphics were made to facilitate the analysis and organisation of the gathered information. Answers were represented in terms of numbers and percentages.

3.2.1. Analysis of tests, surveys and questionnaires

The following is the analysis of the data obtained from the Google Forms survey given to the participants:

Question 1: *How long have you been studying English?*
It is a free-answer question to know about the number of years students are learning English

Answers	Number of students
5 years	2
6 years	1
7 years	9
8 years	2
9 years	5
10 years	11
Total	**30**

Table 1: Number of years that students have been studying English
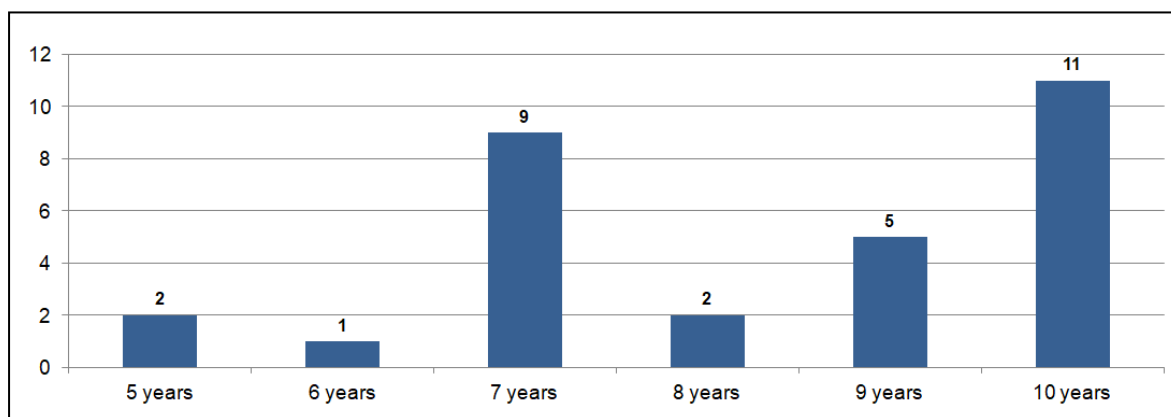
Figure 1: Number of years that students have been studying English

This figure shows that 2 (two) students have been studying English for 5 (five) years, while only 1 (one) of them has been doing it for 6 (six) years. 9 (nine) students answered that they have been studying English for 7 (seven) years, 2 (two) of them have done it for 8 (eight) years, and 5 (five) learners have studied it for 9 (nine) years. Finally, 11 (eleven) students manifested having studied English for 10 (ten) years.

Question 2: *As a second language learner, how do you consider your learning abilities?*

This question aims to recognise students' confidence in their abilities as L2 learners.

Options	Number of students	Percentages
Very weak	0	0 %
Weak	4	13.3 %
Average	15	50 %
Good	7	23.4 %
Very good	4	13.3 %
Total	**30**	**100 %**

Table 2: Students' learning abilities
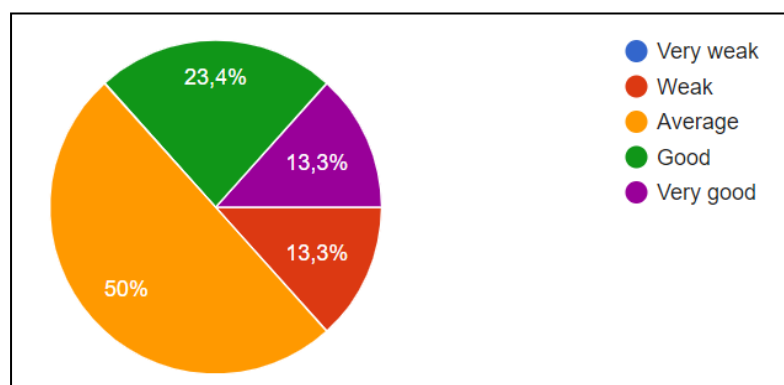
Figure 2: Students' learning abilities

This figure shows that 50% of students described their learning abilities as average and 23.4% of them said they were good. 13.3% of learners considered that their learning abilities were weak. Another 13.3% of students manifested that they had very good learning abilities.

Question 3: *How do you prefer to learn?*

This question aims to figure out students' preferences for learning.

Options	Number of students	Percentages
Alone	10	33.3 %
With a partner	8	26.7 %
With a group	7	23.4 %
Virtually, from a screen	5	16.6 %
Total	**30**	**100 %**

Table 3: Individual, pair or group work
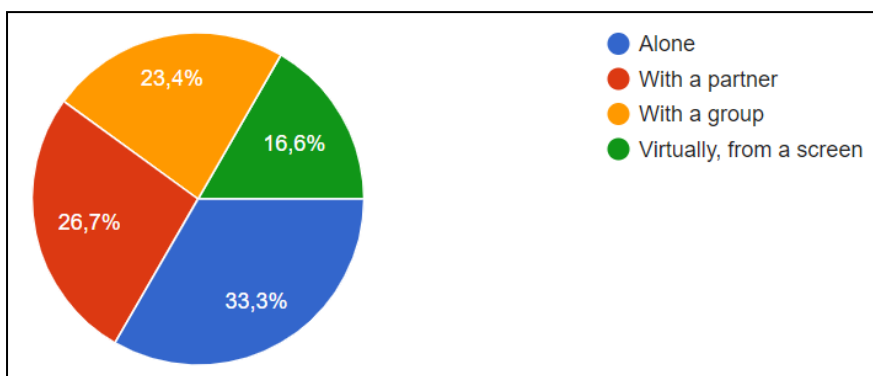
Figure 3: Individual, pair or group work

This figure shows that 33.3% of the sample students prefer to learn alone, while 26.7% of them are inclined to learn with a partner. 23.4% of learners have a preference for group work, and the rest (16.6%) prefer to receive information from a screen.

Question 4: *How do you best receive information?*

This question aims to find out how students best receive information.

Options	Number of students
Through pictures or animations	3
Through diagrams, charts or graphs	3
Through audio recordings or songs	3
Through videos, documentaries or movies	5
Through lectures or speeches	2
Through ludic games	2
Through physical activities	6
Through manipulating objects	6
Total	**30**

Table 4: Best methods of receiving information

Figure 4: Best methods of receiving information

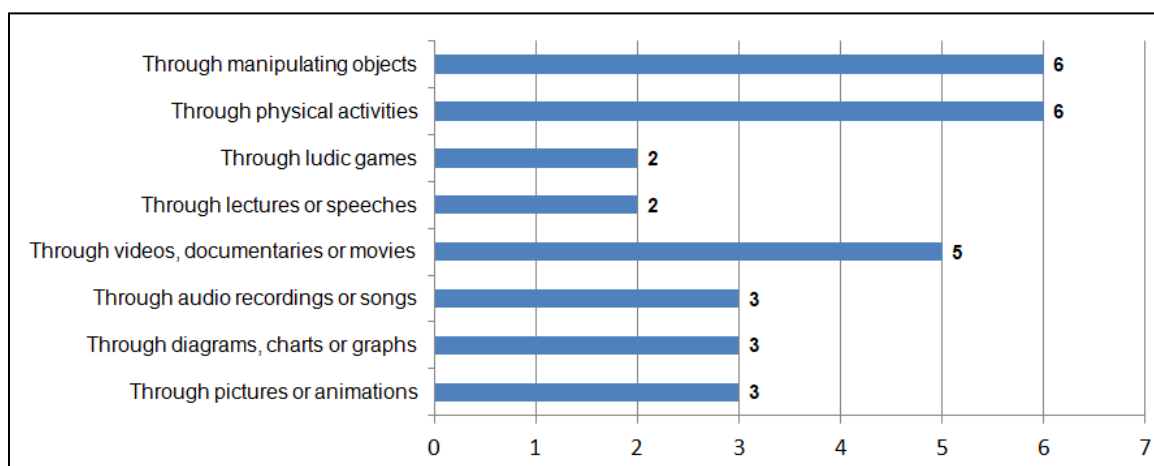The previous figure shows that, from the sample, 3 (three) students best receive information through pictures or animations, 3 (three) through diagrams, charts or graphs, and 3 (three) learners through audio recordings or songs. 5 (five) chose videos, documentaries or movies as their best ways to receive information. 2 (two) apprentices manifested their preference towards lectures or speeches, and another pair of them selected ludic games. Finally, 6 (six) students answered that they prefer to receive information through manipulating objects, and the remaining 6 (six) were inclined to physical activities.

Question 5: *After having taken the VAK tests, what is your perceptual learning style?*
This question aims to account for learning style preferences among students.

Options	Number of students
Visual	8
Auditory	8
Kinaesthetic/Tactile	14
Total	**30**

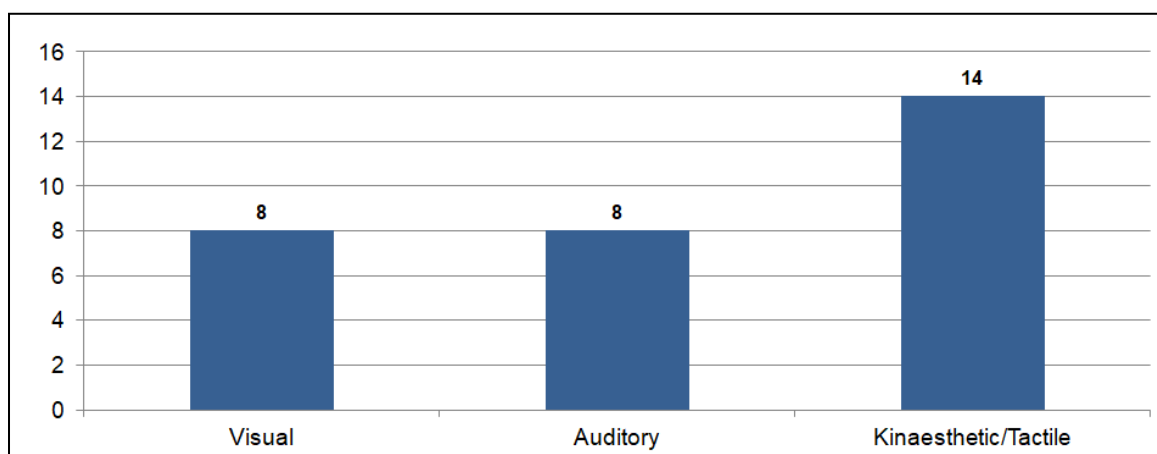**Table 5:** Students' learning style preferences

Figure 5: Students' learning style preferences

This figure shows that 8 (eight) of the sample students have visual learning style preferences according to the VAK test, and 8 (eight) have an auditory learning style. Finally, 14 (fourteen) of them are kinaesthetic/tactile learners.

Question 6: *Are you aware of the importance of knowing your learning style to facilitate your English acquisition?*

This question aims to inquire if students are aware of the importance of their learning styles while acquiring a second language.

Options	Number of students	Percentages
Yes	25	83.4 %
No	5	16.6 %
Total	**30**	**100 %**

Table 6: Awareness of the importance of learning styles in facilitating L2 acquisition
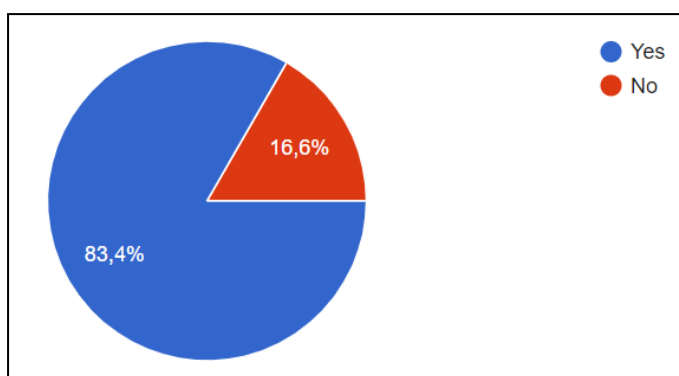
Figure 6: Awareness of the importance of learning styles in facilitating L2 acquisition

This figure shows that 83.4% of students are aware of the relevance of their learning styles in facilitating the L2 acquisition process. On the contrary, 16.6% of learners are not.

Question 7: *Do your teachers take your learning style into consideration when giving their lessons?*

This question aims to examine whether educators give their lessons considering the different learning styles among students.

Options	Number of students	Percentages
Yes	22	73.3 %
No	8	26.7 %
Total	**30**	**100 %**

Table 7: Teachers and learning styles
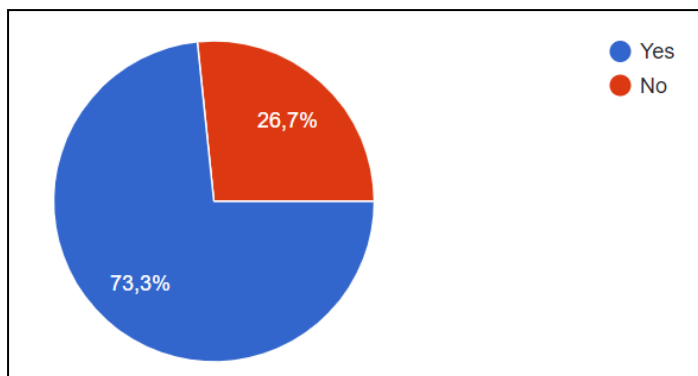
Figure 7: Teachers and learning styles

The figure above shows that 73.3% of students answered that teachers consider their learning styles while giving their classes. However, 26.7% of the respondents said that their learning styles are not taken into account by educators.

Question 8: *How do you rate your overall proficiency in the English language?*

This question aims to know about students' self-assessment of their mastery of English.

Options	Number of students
Poor	0
Fair	7
Good	17
Excellent	6
Total	**30**

Table 8: Students' level of proficiency in English
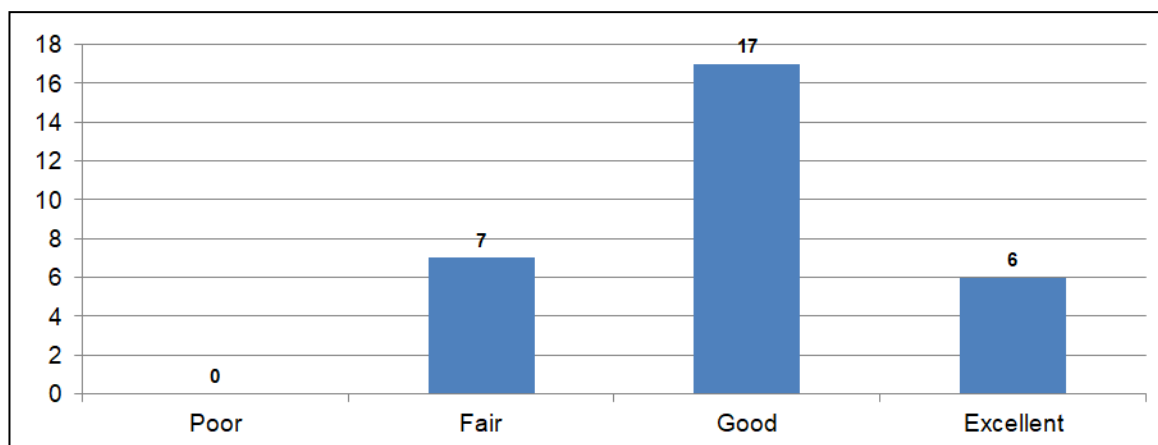
Figure 8: Students' level of proficiency in English

The preceding figure shows that 7 (seven) students assumed that their level of proficiency in English was fair. 17 (seventeen) learners defined their mastery of English as good, and 6 (six) of them said that it was excellent. No one indicated having a low level of proficiency in the English language.

3.2.2. Interpretation of results

The results of the Google Forms survey as the data gathering tool of this research proved the following:

- Secondary school students have firm decisions on how they prefer to learn and how they best receive information (i.e., they already know what is right for their learning).

- The participants' preferred learning style was Kinaesthetic/Tactile. They expressed a minor preference for Visual and Auditory learning styles.

- Most learners acknowledge the importance of their learning styles to facilitate SLA.

- Not all teachers consider the students' learning styles when planning their lessons.

4. *Chapter IV*

4.1. Importance

The results obtained from this research are relevant for both learners and educators. The participants were able to identify their respective learning style preferences and recognise their relevance when learning a second language. Certainly, all students should have the chance to discover their own learning styles. Teachers may use different instruments to determine and make learners aware of them. For instance, learning style questionnaires or tests could be provided at the beginning of the course.

Once the different learning style preferences have been identified, educators will be able to plan their lessons and design the tasks and activities accordingly (a variety of materials should also be incorporated into the language class to attend classroom diversity). In this sense, '[d]esigning course material based upon the students' preference towards certain learning styles would enable students to overcome difficulties' (Mulalic et al., 2009, p. 11).

4.1.1. Strategies for teachers

Dörnyei (2005:155) suggested that 'teachers can modify the learning tasks they use in their classes in a way that may bring the best out of particular learners with particular learning style preferences.' Consequently, a series of pedagogic strategies can be employed by educators to promote students' active participation while attending different learning style modalities:

- Visual learners have a preference for learning by seeing or reading. Therefore, teachers can make use of different visual aids as well as provide written information (e.g. pictures, drawings, sketches, cartoons, diagrams, graphs, animations, videos and movies).
- Auditory students prefer to learn by listening and participating in discussions. They could work with audio material (e.g. recordings, podcasts) and participate in conversations, lectures or seminars.
- Apprentices identified with the kinaesthetic/tactile learning style prefer to learn with physical involvement or hands-on experience. As they do not enjoy sitting still for very long, some suitable activities might be playing ludic games, making models, manipulating objects, acting out in a play or doing experiments in a laboratory.

- Group-oriented learners acquire knowledge best when they work with a peer or in a group. Stimulation derived from class interaction is essential to achieving successful learning.
- Individual-oriented students learn best when they work alone. Indeed, they generally need a quiet and pleasant environment to acquire new information.

4.1.2. Recommendations for students

Students' self-knowledge of their learning styles helps them learn more effectively. The following are some related pieces of advice:

- Visual learners usually need to be in a quiet place to concentrate. To learn new information, they could think of an image in their heads, make diagrams, see pictures, watch videos or take some notes.
- It is helpful for auditory learners to read their notes aloud and listen to their voices. To incorporate vocabulary, they should listen to recordings, podcasts or songs. Another option is using new words while talking to others.
- Kinaesthetic/tactile students learn new information while doing something. To stay focused, they need an area where they can touch objects, walk and move as freely as possible (regular breaks are required to remain interested).

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5. *Chapter V*

5.1. Conclusion

Many previous researchers have proved that learning styles play a significant role throughout the learning process. This research paper has been oriented to determine whether or not students recognise the relevance of learning styles in L2 acquisition within a state-run secondary school in Buenos Aires province. After cautious data collection through VAK learning style tests and a Google Forms survey, evidence was found proving the hypothesis stated initially. Consequently, it is necessary to clarify that the findings are true only for the selected group of the population in the specific context and time mentioned.

It is also imperative to point out that further research into learning styles is needed because it contributes to success in education by providing a better understanding of the students' learning process. In this sense, additional aspects might also be investigated, such as the difference between learning and cognitive styles and the disparities in teaching styles and learning styles.

As a final point, considering that students have diverse learning style preferences and most of them acknowledge their importance in L2 acquisition, new secondary education curricula should be designed to cater for all learning styles and promote meaningful learning experiences.

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Appendix

Consenting note

UNIVERSIDAD **FASTA**
FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Nota de consentimiento - Poblaciones

En *Roque Perez*, a los _3_ días del mes de _agosto_ de 2021, yo, _Mónica C. Pijuán_, con DNI N° _18.285.627_, autorizo al docente e investigador en formación _Jonathan E. Bustos_, DNI N° _36.769.826_, quien desarrolla sus tareas desde el marco de la Licenciatura en Inglés dictada en la Universidad FASTA, a que recolecte material de registro de las producciones de los alumnos de *Ciclo Superior (4° a 6° año) en el área inglés, de la Escuela de Educación Secundaria N°1 del distrito de Roque Pérez*, para los usos divulgativos y científicos sobre los que el docente e investigador disponga, y a efectos de elaborar su Trabajo Final de Graduación.

Firma: _____

Prof. MONICA C. PIJUÁN
DIRECTORA
E.E.S. N°1 Roque Perez

Aclaración: _____

Lead VAK Test (Revel and Norman, 1997)

Lead VAK Test: Read and Imagine
Follow each instruction in your mind and give yourself a mark.
0 = impossible 1 = difficult 2 = OK 3 = easy

__ See a kangaroo
__ See your front door
__ See your toothbrush
__ See a friend's face
__ See a plate of food
__ See a TV show
__ Watch the TV scene change
__ Hear a song
__ Hear rain
__ Hear a fire alarm
__ Hear a friend's voice
__ Hear your own voice
__ Hear birds singing
__ Hear the singing change to a call of alarm
__ Feel excited
__ Feel yourself swimming
__ Feel grass under your feet
__ Feel a cat on your lap
__ Feel hot
__ Feel your fingers on a piano keyboard
__ Feel your fingers playing a few notes

When you've done the test:

Add your scores for each sense: see __ hear __ feel __

Your highest score represents your lead system.

VAK learning style self-assessment questionnaire (Chislett and Chapman, 2005)

VAK Test (Learning Styles Self-Assessment Questionnaire)

Tick the answer that most represents how you generally behave.

1. When I operate new equipment, I generally:
   A] read the instructions first
   B] listen to an explanation from someone who has used it before
   C] go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling, I usually:
   A] look at a map
   B] ask for spoken directions
   C] follow my instincts and maybe use a compass

3. When I cook a new dish, I like to:
   A] follow a written recipe
   B] call a friend for an explanation
   C] follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:
   A] write instructions down for them
   B] give them a verbal explanation
   C] demonstrate first and then let them have a go

5. I tend to say:
   A] "watch how I do it"
   B] "listen to me explain"
   C] "you have a go"

6. During my free time I most enjoy:
   A] going to museums and galleries
   B] listening to music and talking to my friends
   C] playing sports or making handicrafts

7. When I go shopping for clothes, I tend to:
   A] imagine what they would look like on
   B] discuss them with the shop staff
   C] try them on and test them out

8. When I am choosing a holiday I usually:
   A] read and look at lots of brochures
   B] listen to recommendations from friends
   C] imagine what it would be like to be there

9. If I was buying a new car, I would:
   A] read reviews in newspapers and magazines
   B] discuss what I need with my friends
   C] test-drive lots of different types

10. When I am learning something new, I am most comfortable:
    A] watching what the teacher is doing
    B] talking through with the teacher exactly what I'm supposed to do
    C] giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:
    A] imagine what the food will look like
    B] talk through the options in my head or with my partner
    C] imagine what the food will taste like

12. When I watch a music video, I can't help:
    A] watching the singer, band members or actors
    B] listening to the lyrics and the melodies
    C] moving in time with the music

13. When I concentrate, I often:
    A] focus on the words or the pictures in front of me
    B] discuss the problem and the possible solutions in my head
    C] move around a lot, hold pens and pencils and/or touch things

14. If I had to choose furniture for my house, I would pay attention to:
    A] the colour and appearance
    B] the descriptions the sales-people give me
    C] their textures and what it feels like to touch them

15. My first memory is of:
    A] looking at something
    B] being spoken to
    C] doing something

16. When I am anxious, I:
    A] visualise the worst-case scenarios
    B] talk over in my head what worries me most
    C] move around constantly

17. I feel especially connected to other people because of:
    A] how they look
    B] what they say to me
    C] how they make me feel

18. When I have to revise for an exam, I generally:
    A] write revision notes and diagrams
    B] talk over my notes, alone or with other people
    C] imagine taking the exam or applying the topics in real situations

19. If I am explaining something to someone, I tend to:
    A] show them what I mean
    B] explain to them in different ways until they understand
    C] encourage them to try and explain them my idea as they do it

20. I really love:
    A] watching films, taking photographs or looking at art
    B] listening to music or talking to friends
    C] playing sports, doing exercise or dancing

21. Most of my free time is spent:
    A] watching TV and using the phone or computer
    B] talking to friends and family
    C] doing physical activity or making things

22. When I first contact a new person, I usually:
    A] arrange a face to face meeting
    B] talk to them on the phone
    C] try to get together while doing something else

23. I first notice how people:
    A] look and dress
    B] sound and speak
    C] stand and move

24. If I am angry, I tend to:
    A] keep replaying in my mind what it is that has upset me
    B] raise my voice and tell people how I feel
    C] slam doors and physically demonstrate my anger

25. I find it easiest to remember:
    A] faces
    B] names or voices
    C] things I have done

26. I think that I can tell if someone is lying when:
    A] he/she avoids looking at me
    B] his/her voice changes
    C] he/she gives me bad vibes

27. When I meet an old friend:
    A] I say "it's great to see you!"
    B] I say "it's great to hear from you!"
    C] I give them a hug or a handshake

28. I remember things best by:
    A] writing notes or keeping printed details
    B] saying them aloud or repeating words in my head
    C] doing and practising the activity or imagining it being done

29. If I have to complain about a faulty product, I prefer:
    A] writing an email or message
    B] complaining over the phone
    C] taking the item back to the store

30. I tend to say:
    A] "I see what you mean"
    B] "I hear what you are saying"
    C] "I know how you feel"

Now count how many A's, B's and C's you selected.
   A's = _____ / B's = _____ / C's = _____

- If you chose mostly A's, you have a **VISUAL** learning style.
- If you chose mostly B's, you have an **AUDITORY** learning style.
- If you chose mostly C's, you have a **KINAESTHETICT** learning style.

The **VAK learning styles model** suggests that people can be divided into one of three preferred styles of learning:

→ Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These people will work from written lists, directions and instructions.

→ Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These people are happy receiving spoken instructions over the telephone. They can also remember the lyrics of the songs they hear.

→ Someone with a **Kinaesthetic** learning style has a preference for physical experience (touching, feeling, holding, doing) and practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These people like to experiment, hands-on, and never look at the instructions first.

Google Forms survey

Learning Styles and their relevance to Second Language Acquisition in Secondary Education

Name: *

Age: *

1] How long have you been studying English? *

2] As a second language learner, how do you consider your learning abilities? *

○ Very weak

○ Weak

○ Average

○ Good

○ Very good

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3] How do you prefer to learn? *

○ Alone

○ With a partner

○ With a group

○ Virtually, from a screen

4] How do you best receive information? *

○ Through pictures or animations

○ Through diagrams, charts or graphs

○ Through audio recordings or songs

○ Through videos, documentaries or movies

○ Through lectures or speeches

○ Through ludic games

○ Through physical activities

○ Through manipulating objects

5] After having taken the VAK Tests, what is your perceptual learning style? *

○ Visual

○ Auditory

○ Kinaesthetic/Tactile

6] Are you aware of the importance of knowing your learning style to facilitate your English acquisition? *

◯ Yes

◯ No

7] Do your teachers take your learning style into consideration when giving their lessons? *

◯ Yes

◯ No

8] How do you rate your overall proficiency in the English language? *

◯ Poor

◯ Fair

◯ Good

◯ Excellent

https://forms.gle/dsjQQyEiNSwWTBDX8