Learning styles

- The term *learning styles* refers to the view that different people learn information in different ways.

- [Kolb's (1984](#), [1985](#)) Learning Styles Inventory

- Individuals' learning processes differ along two dimensions: preferred mode of perception (concrete to abstract) and preferred mode of processing (active experimentation to reflective observations)

Concrete

Divergers	Accommodators

Reflective   Active

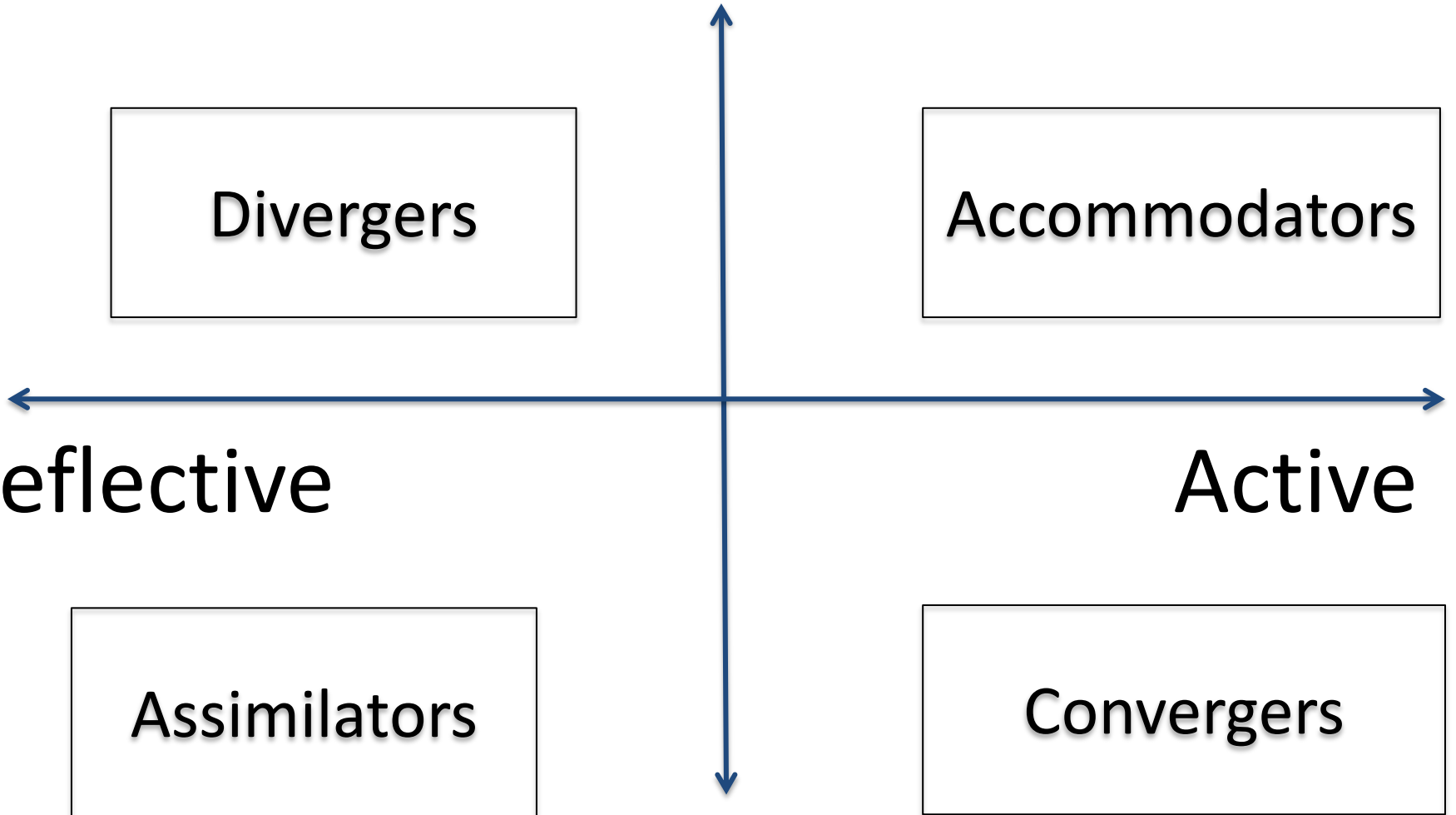|	
Assimilators	Convergers

Abstract

- The self-assessment requires people to agree or disagree (on a 4-point scale) with, for example, the idea that they learn best when they listen and watch carefully, or that when they learn they like to analyze things and to break them down into parts.

The Learning-Styles Hypothesis

- Learning will be ineffective, or at least less efficient than it could be, if learners receive instruction that does not take account of their learning style, or conversely, it is the claim that individualizing instruction to the learner's style can allow people to achieve a better learning outcome.

(Pashler et al 2009)

- sensory preference for processing input: visual, auditory, kinesthetic (movement-oriented), or tactile (touch-oriented).

- Apparently no one means of processing has an inherent advantage over others, but L2 learners reportedly feel more comfortable when teachers' instructional strategies are congruent with their sensory preference.

- This dimension may also be age-related, with younger learners showing more preference for kinesthetic and tactile modalities (cited in Reid 1987).
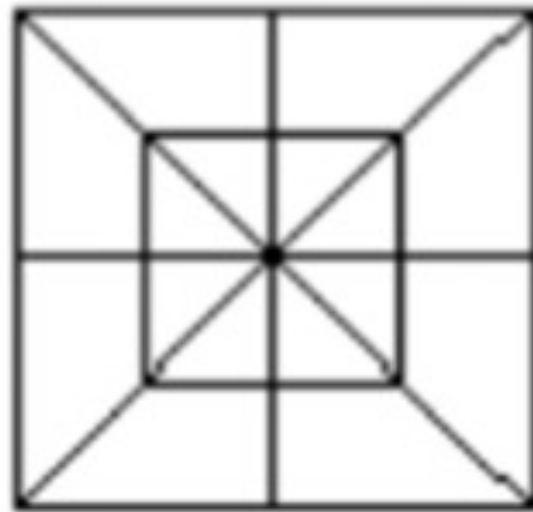
(SAVILLE-TROIKE 2006: 89)

- Field dependent vs Field independent
- FD – cannot separate minute details from the context; see things holistically
- FI – can do so; analytical

Embedded figures test

(a)   (b)

- Unlike factors of age, aptitude, and motivation, its role in explaining why some L2 learners are more successful than others has not been well established

- A complex interaction with specific L2 social and learning contexts.

- Also closely related to and interacts with personality factors and learning strategies

- Nevertheless, when learners express a preference for seeing something written or spending more time in a language laboratory teachers should not assume that their ways of working are wrong.

- Instead, teachers should encourage learners to use all means available to them.

- A single teaching method or textbook will not suit the needs of all learners.

(Lightbown & Spada 2013: 84)