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Learning Styles in ELT

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Zásady pro vypracování:

V bakalářské práci se studentka zaměří na problematiku stylů učení žáků v procesech vyučování / učení se anglickému jazyku. V teoretické části práce budou stanovena východiska pro vlastní šetření v části praktické, tj. budou analyzovány individuální zvláštnosti žáků s akcentem na styly a strategie učení. Diskutována bude rovněž problematika diferenciace a individualizace v rámci vyučovaní anglického jazyka, a to především s ohledem na jednotlivé učební styly žáků. Praktická část práce bude následně ověřovat teoretické poznatky v praxi, tzn. v hodinách anglického jazyka na základní škole. Během pozorování výuky se bude studentka věnovat identifikovaným stylům učení žáků a jejich popisu, hodnocení a případným návrhům pro modifikace procesů výuky anglického jazyka tak, aby reflektovala různé styly učení žáků.

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Kateřina Vachová

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Abstract:

The thesis deals with the issue of learning styles in the processes of English language teaching/learning. The primarily focus of the thesis is on sensory learning styles. Each of these learning styles is discussed in connection with suitable didactic means for the needs of learners with the given dominant style. The need to respect individual learning styles by providing varied learning activities is emphasized. The aim of the practical part is to discover whether teaching is varied in terms of sensory learning styles. The thesis is concluded with proposals for modifications of the teaching processes so that they accommodate all the learning styles.

Key words: learner; learning style; visual type; auditory type; kinesthetic type; differentiation

Abstrakt:

Tato práce se zabývá problematikou stylů učení žáků v procesech vyučování/učení se anglickému jazyku. Práce se primárně zaměřuje na styly učení podle preferovaného smyslu. Každý z těchto stylů učení je diskutován v souvislosti s vhodnými didaktickými prostředky pro potřeby žáků s daným dominantním stylem. Je zdůrazněna potřeba respektovat individuální styly učení poskytováním rozmanitých učebních aktivit. Cílem praktické části je zjistit, zda je výuka rozmanitá z hlediska stylů učení podle preferovaného smyslu. Práce je zakončena návrhy pro modifikace vyučovacích procesů, tak aby zahrnovaly všechny styly učení.

Klíčová slova: žák; styl učení; vizuální typ; auditivní typ; kinestetický typ; diferenciace

Table of Contents

Introduction

Any group of people is made up of individuals who differ in many aspects. Similarly, a class consists of learners having individual characteristics. Learners vary from individual to individual, among others, in specific ways they learn. These individually specific ways of learning are termed learning styles.

This bachelor thesis deals with the issue of learning styles in the processes of English language teaching and learning. Attention is focused particularly on sensory learning styles, including a visual, auditory and kinesthetic style. The thesis is divided into the theoretical and practical part.

The aim of the theoretical part is to summarize basic theoretical and empirical findings about these learning styles and create an overview of appropriate didactic means for the needs of different types of learners. At the beginning, learning styles are put into the context of determinants of educational outcomes. The term learning style is defined in the relation to other key variables of foreign language learning. Characteristics and different classifications of learning styles are described. Three most extensive chapters of this part discuss individual learning styles into details, considering how to address the needs of individual types of learners in English teaching. Afterwards, implications for teaching and arguments for matching teaching to learning styles are presented.

In the practical part, the study into accommodating sensory learning styles in English teaching at the lower secondary school is presented. After the introduction, the aims of the study are specified. The primary aims consist in discovering whether or not in teaching teachers reflect on the existence of sensory learning styles and determining what type of learners is dedicated the most time in teaching to and what type of learners is dedicated the least time. Next, the method of observing and the research instrument are discussed. Another chapter describes briefly data collection. During data analysis the acceptability of the predictions about expected results is discussed. Lastly, data is interpreted followed by recommendations for practice.

Finally, it is important to mention that the recently published book *Styly a*

strategie ve výuce cizích jazyků by Lojová and Vlčková /see bibliography/ was used as a primary source.

Theoretical Part

1. Learner

The processes of teaching and learning are determined by any number of factors. Individual educators lay special emphasis on different factors. However, there is a generally agreed set of basic factors, which includes the following: the learner, teacher, aim, content, conditions, time, material and non-material didactic means (Černá, Píšová, 2002, p. 10-13).[1] This thesis deals primarily with the learner. Nevertheless, it frequently touches upon other factors, especially the teacher, content, and didactic means as the factors do not operate in isolation, but are interconnected.

The preceding section indicates that the learner, being one of the factors, "could enter into interactions with each of the other" factor (Skehan, 1989, p. 121). In addition to the interactions between the above factors, language learning is also considerably influenced by opportunities for target language use involving access to native speakers and opportunities for communicative language use (Skehan, 1989, p 120). These opportunities "reflect the growing importance attached to communicative approaches" (Skehan, 1989, p. 119).

Let us look at the learner. It is hardly possible to generalize about all learners since individual learners differ markedly. Individual differences in the processes of learning stem from the interaction of objective and subjective determinants. Průcha classifies these determinants into four groups: social and socio-cultural (educational standards of the family, the ethnic background etc.), which are obviously objective determinants; physical (age, gender etc.), affective (attitudes, motivation, needs etc.) and cognitive (intelligence, abilities, learning styles etc.), which belong to subjective determinants (2002, p. 14). The tradition distinction of individual differences in the specific field of foreign language learning contains cognitive variables (intelligence, aptitude and cognitive styles) and affective ones (motivation, attitude and personality)

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1   All citations and paraphrases from Czech sources are own translations.

(Skehan, 1989, p. 121). It is evident that the former classification derived from general pedagogical theory is analogous to the latter, with the exception of the two categories (objective determinants and physical factors), which are not listed in the latter group.

Nowadays, experts in education generally believe that it is individual differences that have a significant impact on efficiency of language learning. The general consensus implies that each methodological decision ought to begin with individual characteristics of learners (Janíková, 2011, p. 51).

2. Learning Styles

One of the most important individual characteristics of learners are their learning styles. Each of us has his/her individual learning style. It is "a particular individually specific way of learning which a learner prefers in a particular period of his/her life and commonly uses in different situations" (Škoda, Doudlík, 2011, p. 45). Dunn and Dunn assert that the fact that "the identical instruction" is "effective for some students and ineffective for others" is directly related to the existence of difference learning styles (1993, p. 5). In other words, if teaching is not varied, it is highly likely that some learners will learn less effectively than others in the class (Pritchard, 2009, p. 42). Since a teacher ought to create conditions for optimal development of learners; discovering, respecting and regulating learning styles should be in the centre of his/her attention (Dvořáková, 1995, p. 63). Mareš emphasizes that the principle of individual approach to learners, consisting in respecting individual characteristics of learners, is one of few didactic principles which has survived the passing of time and changing conceptions. On the other hand, the author admits that hardly any teacher knows how to incorporate findings about learning styles in instruction and therefore "in our schools, procedures which ignore individual differences in learning prevail" (1994, p. 368). It would appear that the situation has not changed dramatically since then.

Before we turn to the question of accommodating individual learning styles in the processes of teaching and learning, let us define basic terms, describe characteristics of learning styles and approaches to their classification.

2.1. Basic Terminology and Characteristics

At this point three key terms: a learning style, cognitive style and learning strategy need to be explained. Learning styles are "general approaches to learning, which tend to be defined as more or less a consistent way an individual receives, processes, organizes, and applies information" (Hanušová, 2008, p. 26). Learning styles are usually specified in a direct connection with other very important determinants of foreign language learning such as cognitive styles and learning strategies. The relation of the cognitive style, learning style and learning strategy can be described as hierarchical (Vlčková, 2007, p. 18).

Mareš characterizes learning styles as

> [...] peculiar learning procedures (peculiar in their structure, sequence, quality, flexibility of application) which have the character of learning metastrategy. An individual uses them in a certain period of his/her life in most pedagogical situations and probably they are relative independent on the content of learning, on the subject matter. They originate in an inborn basis (cognitive styles) and their development is affected by both internal and external influences (1994, p. 368).

From the above it is evident that we can not equate the learning style and the cognitive one. Since the cognitive style constitutes only one of learning style components (Mareš, 1998, p. 55). The cognitive style, as a way of perception and cognition, represents the deepest part of the learning style (Vlčková, 2007, p. 18).

Curry organizes nine models of learning styles into strata resembling layers of an onion. The intermost layer (the cognitive style) is surrounded by the layer of information processing and these two layers are covered by the outermost layer of instructional preferences of learners (1983, p. 7-9). For the former model see the Figure 1 below. Škoda and Doudlík present the later Curry's model (1990), which is enriched by the layer of social and emotional processes, which is situated below the surface layer. The authors also comment that neighbouring layers might "pervade" and influence one another and at the same time in learning, all of them function as a whole (2011, p. 47).

Figure 1: Curry's "Onion Model" of Learning Styles (1983, p. 16)
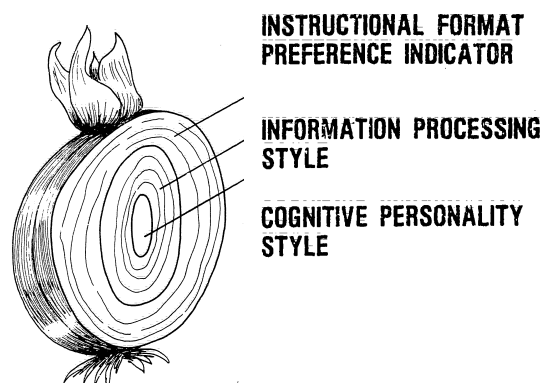
A certain style manifests itself in corresponding learning strategies. In other words, learning styles constitute predispositions towards creating certain learning strategies, and therefore individuals show inclinations to the same strategies in different situations (Lojová, Vlčková, 2011, p. 32). Oxford describe learning strategies as

> specific actions taken by the learner to make learning easier, faster, more enjoyable, more-self directed, more effective, and more transferable to new situations. [...] they are tools for active and self-directive involvement, which is essential for developing communicative competence[2] (1990, p 1, 8).

As large contributors to the aim of foreign language learning, learning strategies occupy a crucial role in learning.

The previous statements contain some of the basic characteristics of learning styles. However, there are other features which need to be mentioned. Firstly, as has already been implied, learning styles emphasize *individuality.* Uniqueness of each person and his/her difference from others are reflected in a peculiar way of his/her reaction to a learning context, tasks and a learning environment. Secondly, these tendences are *often not unconscious.* If we increase learners' metacognitive consciousness, learning styles may be systematically re-evaluated and improved, and thus the overall effectiveness of learning might be enhanced. Thirdly, a learning style does not usually occur in its pure form. In the complex learning processes, learning styles tend to *overlap in various combinations* and different proportions. Acquisition[3] of

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2   Communicative competence is naturally ability to communicate including not only "the medium of speech", but also "the skills of reading, listening and writing- and the language used via these modalities" (Oxford, 1990, p. 7).

3   The terms acquisition and learning are not perceived as "mutually exclusive" but rather as "parts of a

the spoken and written form of a language is a classical example (Lojová, Vlčková, 2011, p. 24-26).

2.2. Classifications of Learning Styles

Although individual's learning style has multiple components (styles), it is preferable to analyse and describe these parts in isolation.[4] Experts approach the analysis differently. As a result, there are numerous classifications applying different criteria (Lojová, Vlčková, 2011, p. 41). Brown asserts that "literally dozens of different styles have been identified" (2000, p. 114). The fact that "the field of learning styles is so fragmented" makes "the results of research [...] more confusing for teachers and students to apply" (Reid, 1998, p. xi). However, to a certain extent, individual aspects of various classifications may overlap or be identical with other aspects such as right- and left-brain dominance with an analytical and global or holistic approach (Lojová, Vlčková, 2011, p. 42).

Dunn points out that in many aspects the classifications are similar. Firstly, they support respecting the diversity among individual learners. Secondly, most of them strongly advise that teachers should adapt teaching to the ways individuals learn by matching teaching to learning style characteristics constantly or some of the time. Thirdly, for the most part they are designed around one or two characteristics on a bipolar continuum (1990, p. 15).

Experts in the field of foreign language learning focus only on some of the vast amount of investigated and described learning styles about which they presume that to a significant extent contribute to success in foreign language learning (Lojová, Vlčková, 2011, p. 45). Brown believes that the important contributors are the following styles: field independence, left- and right-brain functioning, ambiguity tolerance, reflectivity and impulsivity, visual and auditory styles (2000, p. 114-122). His view is very similar to that of Lojová and Vlčková, who list these five classifications, however, they further expand, as most of authors, the last classification to include a kinesthetic style.

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potentially integrated range of experience" (Oxford, 1990, p. 4).

4   With the exception of Learning Styles Inventory designed by Rita Dunn and Kenneth Dunn assesing multiple characteristics significant for individual learners' achievements. (Dunn, 1990, p. 16) For their Learning Style Model (Dunn, Dunn, 1993, p. 4), see Appendix 1, page 49.

Moreover, their enumeration contains also aptitude, including a memory-based learner or an analytical learner and multiple intelligences (Lojová, Vlčková, 2011, p. 45, 85-86).

There is generally a tendency to relate the concept of learning styles to multiple intelligence theory. Many educators, among others Richards and Rodgers (2001), Riefová (1999) or Lojová and Vlčková (2011), even refer to multiple intelligences as one of a number of learning style models. Although Gardner acknowledges that his list of intelligences and lists compiled by researches in the field of learning styles undoubtedly overlap, he stresses that in several aspects they are fundamentally different (1999. p. 19). Similarly, Armstrong and Baum assert that it is useful to differentiate learning styles from the intelligences (Armstrong, 2009, p. 18; Baum, 2005, p. 25). Armstrong writes that even though it is tempting to integrate the two theories, it is an uneasy task.

> A seemingly related theory, the Visual-Auditory-Kinesthetic model, is actually very different from MI theory, in that it is a *sensory-channel* model. (MI theory is not specifically tied to the senses; it is possible to be blind and have spacial intelligence or to be deaf and be quite musical...) (2009, p. 18).

Even if some of the strategies suggested to learners who have a certain major learning style are identical to the ones which are listed for individual intelligences, for example strategies for primarily auditory learners and learners highly developed in musical intelligence, Armstrong declares that having great musical or spacial intelligence does not necessarily imply the auditory or kinesthetic learning style strength, respectively (2009, p. 18). Unlike learning styles, which refer to how we receive information, Gardner's approach describes how individuals use their intelligences to process and understand information. However, both theories are used to differentiate teaching and learning and can be implemented as mutually complementary approaches (Armstrong, 2009, p. 18; Baum, 2005, p. 26). Because the two models are worth distinguishing between, the theory of multiple intelligences will not be developed further in this paper.

It is time now to turn our attention to sensory learning styles since this dimension is believed to be the "one that is salient in a formal classroom setting" (Brown, 2000, p. 122).

3. Sensory Learning Styles

Having brought the issue of sensory learning styles into sharp focus, it is appropriate to point out that in this field there is the problem of inconsistency in terms. Some authors (Sprenger, 2008; Revell and Norman, 1997, for example) refer to this type of classification as sensory learning styles, others (among others, Lojová and Vlčková, 2011; Dunn, and Dunn, 1993), however, use the word perception. Except in a few rare cases, perceptional learning styles are identical with sensory ones. Nevertheless, the perceptional classification might contain also a group/individual learning style preference. In order to avoid potential ambiguity, the term sensory is adapted in this bachelor thesis.

This description of learning styles originated in the area of Neuro-Linguistic Programming /hereafter NLP/, which deals with the ways we communicate and the effects of these ways on our learning (Pritchard, 2009, p. 44). To put it simply, sensory learning styles concern how we receive, store and retrieve information through our senses. Although NLP distinguishes five such ways- visual, auditory, kinesthetic, olfactory and gustatory; the senses of smell and taste are generally considered not so important for learning[5] (O'Connor and Seymour, 1993, p. 27-28). These two systems are either omitted from the list, and this thesis is a case in point, or are included in the kinesthetic style.[6]

In most cases, people use all perceptual channels[7] to a certain extent, nevertheless individuals prefer one or two of them (Lojová, Vlčková, 2011, p. 47). Mostly, people tend to use the learning styles they are strongest at[8] and avoid using the ones which they are weaker at (Sonbucher, 2008, p. 3). Visual learners like to receive

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5   In NLP the acronyms VAKOG and VAK are used to refer to the five systems and the three systems, respectively (Revell, Norman, 1997, p. 31).

6   Some authors (Brown, 2000; Bertrand, 1998) deal only with the visual and auditory style and do not even mention the kinesthetic learning style.

7   The channels through which perception occurs are usually refered to as modalities (Barbe and Milone, 1981, p. 378).

8   It might seem obvious, but although in most cases a preference equals a strength, Barbe and Milone note that the learning style strength is not the same as the learning style preference. The authors explain that the "strength implies superior functioning in one or more perceptual channels" and the learning style preference is "just that, a preference" (1981, p. 378). However, since in most cases they correspond, the preference and the strength are not sharply distinguished in this work.

and process information by sight. Auditory ones have a preference for acoustic sources of information (Hendrich, 1988, p 61). Learners with the kinesthetic preference need to apply mainly movement and touch, or emotions to learn effectively.

There is a strong tendency to compare and evaluate the poles. Nevertheless, each learning style has both positives and negatives, and therefore evaluation can be made only in a wider context of the learning situations. Learners with the visual learning style preference tend to be more successful in a reading comprehension, but on the other hand in role play it is the kinesthic types of learners that learn more effectively. In addition, learning styles of most people range around the centre of the continuum (Lojová, Vlčková, 2011, p. 44-45). The more flexible learners are, the better.

Majority of learners are able to adjust to occasional learning outside of their major learning style preferences. Nevertheless, there are a few learners who are capable of meaningful learning only in their preferred styles. Even if most learners are flexible enough, learning permanently based on a minor learning style preference might function as a significant demotivating factor (Hughes, 2001, p. 117). Needless to say, motivation plays a crucial role in any human activity.

If we agree that the amount and nature of learning inputs in a lesson are provided mainly by the teacher or classroom environment, then it is absolutely necessary to respect individual learning styles by providing learners with the sufficiency of sensory stimuli which suit their individual preferences, thus are convenient for different types of learners (Lojová, Vlčková, 2011, p. 47). We shall see bellow how to cater for learners of every single major learning style preference.

3.1. Visual Type

In general, the visual type of pupils prefer using the sense of sight in learning so that these learners predominantly rely on visual input. Kinsella argues that learners with this major learning style have a strong visual memory (1995b, p. 227). They remember information better when they read or see it than hear it. Visual learners prefer silent reading since "it is difficult for them to perceive the text which they are reading aloud" (Hanušová, 2008, p. 27). Similarly, "lectures, conversations, and oral directions without

any visual backup can be very confusing" for them (Oxford, 2003, p. 3-4). From these statements, we can deduce that visual aids are essential for these learners.

Nevertheless Kinsella makes a relevant comment that some visual learners may be

> overwhelmed by extensive printed materials and require less verbal/visual presentation of information through media such as pictures, graphs, charts, and diagrams (1995c, p. 172-173).

There is an evident analogy between Kinsella's claim and the classification of visual learners, accepted by Hanušová, into the two subcategories visual-linguistic and visual-spatial. Visual-linguistic learners need verbal materials for instance texts, overviews and index cards with vocabulary. On the other hand, learners with visual-spatial inclinations benefit from pictures, charts, diagrams and symbols (2008, p. 26), whereas visual-linguistic learners may need written explanations of charts, diagrams and maps (Sprenger, 2008, p. 72). Visual stimuli which are appropriate for both types are provided in the form of textbooks interconnecting written and pictorial/graphical forms.[9] As far as instructions are concerned, the former prefer written instructions, while for the latter, as Kinsella notes, demonstrations and modelling are helpful (1995b, p. 227). For the purpose of this paper, both types of visual learners are dealt with together as any number of didactic means mentioned in this thesis are evidently interconnected.

As has been noted earlier, particularly pupils with this major learning style need to receive information visually. Hanušová points out that most learners have the visual style strength. As a result, she emphasizes the importance of work with a board, posters, presentations and video recordings[10] (2008, p. 26-27). As far as notes are concerned, not only the written form, but also the manner of recording information itself plays a decisive role. Riefová puts forward several ideas of how to prepare and present subject matter for visual learners. She suggests that teachers use colour chalks, felt-tips or pens for writing on the board or on transparencies placed on an overhead projector. At the same time, teachers ought to group and organize information (1999, p. 119). In addition to the aids just mentioned, teachers can use handouts, worksheets, outlines, lists, charts

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9 It is obvious that a quality textbook must meet the needs of all learners, including auditory and kinesthetic.

10 Video recordings and presentations mostly also provide acoustic stimuli, which are appropriate for the auditory type of learners.

and others to provide visual stimuli.

Not only teachers but also learners can use the means since visual learners considerably benefit from taking and later reading through notes. Škoda and Doudlík maintain that the visual type of pupils learn most effectively when they study their own notes with accompanying visual elements such as underlining or colour highlighting (2011, p. 49). Likewise, Kinsella proposes that visual learners are encouraged to keep detailed notes for visual retrieval, highlight key information with coloured markers and write summaries or comments in their own words (1995b, p. 226-227). In English teaching and learning, this set of strategies (taking notes, summarizing, and highlighting) aids all four skills. These strategies help learners to sort and organize the target language information and allow them to demonstrate their understanding or prepare for speaking or writing (Oxford, 1990, p. 86).

There are many different ways of taking notes. Apart from the common unstructured form, there are different types of mapping (Oxford, 1990, p. 86-87). Fisher asserts that cognitive maps, which graphically potray a relation of ideas and concepts, "go under a variety of names: concept maps, semantic maps, mind maps" and others (1995, p. 59). Contrary, other authors (Reyes and Kleyn, 2010, for example) distinguish between the types. However, these maps show how certain groups of words are related to each other and so that serves the purpose of remembering or retrieval of information (Vlčková, 2007, p. 50). As we saw in this paragraph the visual aspect of the record is crucial for visual learners.

Primary visual learners fix easily the visual form of words and phrases. Therefore, they should read as many foreign language texts, books and magazines as possible. Thematic pictures with written words or/and phrases (for instance furnishings or the human body) are suitable to understand the meaning of new words and to retain them. Diagrams (timelines), posters (pictorial representations of prepositions), tables (of irregular verb forms) and other graphic illustrations help to understand the rules of grammar (Lojová, Vlčková, 2011, p. 48-49).

There is every likelihood that most written exercises in grammar or vocabulary will satisfy the needs of learners with the visual learning style preference. However, Lojová and Vlčková state that the text should not visually monotonous, but structured,

in colour and supplemented with various graphic images. Written games with words (crossroads, anagrams and others) can be used to add variety to teaching and learning processes (2011, p. 49). In teaching pronunciation, using phonemic symbols is likely to be beneficial for the visual type of learners because "if students can read these symbols, they can know how the word is said even without having to hear it" (Harmer, 2001, p. 185). Moreover, graphical illustrations (symbols, bold type, capitals and so on) can be used to indicate stress and intonation.

In teaching all four skills, work with pictures can be usefully employed. Pictures can serve as a starting point for narrating, be described or, better still, compared in speaking activities (Revell, Norman, 1999, p. 28, 31). Lojová and Vlčková list other language activities with pictures, besides the ones just mentioned. A very attractive speaking exercise is a description of a video. Moreover, authors notes that all these activities can be also done in written form and thus might be a useful exercise for the development of writing skills. Pictures can also be used either as supplements to listening to a story or for work with pictures in which learners find and connect them to the stories they have listened to. Listening to the spoken language might be accompanied by simultaneous silent reading as well (2011, p. 49-50). Nevertheless, it can be argued that with the full transcript of the text pupils do not actually need to listen. Therefore, we can draw the tentative conclusion that if the main aim of the activity is practice in listening skills, the transcript should not be provided as "giving out the text turns it into a reading exercise" (Scrivener, 2005, p. 171). For teaching reading, rich visual texts such as advertisements or texts rich in pictures are probably the most effective. Another activity which is definitely worth considering is watching a film with subtitles (Lojová, Vlčková, 2011, p. 50). Such an activity may dramatically change the learning environment and increase learners' task-related motivation.

Černá and Píšová point out that pictorial materials might be created by pupils themselves, during pictorial dictation for instance (2000, p. 12). Although this activity proceeds from oral stimulus, the needs of primarily visual learners are met in the form of their reaction.[11] Learners can also create graphical materials such as cards with vocabulary, posters, maps, advertisements and others (Lojová, Vlčková, 2011, p. 49).

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11 In this thesis, as we shall see below, writing and drawing are not considered to be enough motor movement, which would satisfy the needs of kinesthetic learners.

These materials may be used in further language activities.

At this point, it is important to look briefly at the influence of the classroom environment on foreign language learning. Černá and Píšová consider the foreign language classroom environment to be a source which provides conditions facilitating learning but also acquaints learners with the culture of English speaking countries. According to the authors, the foreign language environment might be realized, among other things, with wall pictures, posters, photographs, presentations of pupils' projects (2000, p. 12). The information displayed in such a way may be taken in peripherally (Revell, Norman, 1999, p. 30). Posters and pictures displayed on walls or noticeboards of a classroom might also be readily used for teaching and learning (Černá, Píšová, 2002, p. 29). Wall charts, for instance, can serve to convey the meaning of words or illustrate certain grammar rules. From the previous examples, we can see that the environment of a school classroom has a significant effect, which should not be underestimated.

As we saw in this chapter, teachers ought to use means that requires pupil's using the sense of sight. Learners who prefer visual learning benefit primarily from pictures, graphs, diagrams, films, books, presentations and note taking.

3.2. Auditory Type

Generally, pupils with the auditory preference learn most effectively by listening or/and speaking. They "master new information by listening, then repeating and discussing with others" (Kinsella, 1995b, p. 228). Oxford stresses that in contrast to visual learners, auditory ones "are comfortable without visual input" (2003, p. 4). This idea correlates significantly with the claims of Hanušová, Revell and Norman that the auditory type of learners can, unlike learners with the visual preference, profit from oral drills (Hanušová, 2008, p. 27; Revell, Norman, 1997, p. 32). Pritchard pinpoints the reason why exclusively auditory learners benefit from oral exercises. The author notes that the cause is their satisfactory auditory memory (2009, p. 45).

The issues discussed above imply that activities done orally tend to favour learners with the auditory learning style. Kinsella makes an appropriate suggestion that

teachers provide these learners with oral instructions and explanations, present information through lectures during which learners are given opportunities to ask questions and share their ideas verbally. These lectures ought to be concluded by oral summaries of the main points[12] (1995b, p. 229). Hanušová points out that the summaries are more effective if they are made by learners themselves (2008, p. 30-31). In English lessons, learners may repeat or paraphrase the text which they have been listening to or narrate a story on the basis of sounds which have heard (Lojová, Vlčková, 2011, p. 52).

Also Riefová appears to be strongly focusing on giving all learners opportunities to work in their preferred channels. She advances the thought that recording lessons for repeated listening is offered to learners as an alternative to note taking (1999, p. 119). Nevertheless, it is questionable whether it is sensible to give pupils this possibility constantly since they should also be trained in using strategies which do not correspond with their learning style. In other words, teachers ought to "actively help students stretch their learning styles by trying out some strategies that are outside of their primary style preferences" (Oxford, 2003, p. 9). It is essential that learners are able to use a wide range of strategies in case they have to "cope with incompatible teaching styles and learning environments" (Kinsella, 1995a, p. 233).

It is undoubtedly true that in foreign language teaching and learning particularly auditory learners ought to be exposed to foreign language acoustic stimuli and authentic spoken materials as much as possible since these learners rely heavily on the auditory channel. They should listen to audio recordings[13], films, which additionally provide valuable visual input, educational software containing auditory stimuli (Lojová, Vlčková, 2011, p. 51). Hanušová comments that it is suitable to supplement a coursebook with an accompanying record of vocabulary on a CD (2008, 27). The auditory type of learners tend to acquire[14] pronunciation without difficulties. Through their dominant perceptual channel they manage to acquire other subskills such as

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12 However, lectures and discussions based entirely on the spoken word tend to disadvantage learners with other learning style strengths. Therefore, it is necessary to incorporate other modalities into teaching as well, for instance the visual one by using visual teaching aids.

13 Recordings are, of course, "an indispensable aid" for all learners, regardless of their individual learning styles, "to the development of listening comprehension skills and to the practice in the correct pronunciation" (Černá, Píšová, 2002, p. 30).

14 In this bachelor thesis, the terms acquisition and learning are not perceived as "mutually exclusive" but rather as "parts of a potentially integrated range of experience" (Oxford, 1990, p. 4).

vocabulary and grammar relatively easily (Lojová, Vlčková, 2011, p. 51).

Not only listening to information, but primarily own oral production of learners aids auditory pupils in learning. Hanušová highlights the importance of brainstorming and dialogues for these learners (2008, p. 27). Moreover, a dialogue is considered both to be a means of activating learners and the opposite of transmission of information so that it contributes to overcoming memory learning (Maňák, 2003, p. 69). Apart from dialogues, class and group discussions constitute an essential component promoting learning, particularly of learners with the auditory preference. Riefová emphasizes the efficiency of verbalizing and sharing ideas in group work (1999, p. 65). In these situations learners talk and almost simultaneously listen to oral words produced by classmates. Moreover, in foreign language teaching and learning, dialogues and discussions containing an information gap are perceived as communicative activities contributing to achieving the aim of English language teaching, communicative competence.[15] Cheng and Banya provide results of statistical analysis of several surveys that point to interrelated preferences. It was found that students with the auditory preference like to speak with native English speakers (1998, p. 82). However, it is needed to take into account high individuality of preferences and another variables such as being highly introverted which might modify the situation.

Needless to say, both listening and speaking skills by their very nature address the needs of learners with the auditory preference. However, it is also feasible to teach reading and writing to primarily auditory learners and at the same time be sensitive to their needs. Auditory learners prefer all activities focused on reading aloud[16], which "does not prevent them from understanding the text, on the contrary" (Hanušová, 2008, p. 27). Similarly, Lojová and Vlčková propose silent reading of a text with simultaneous listening to it (2011, p. 52). Looking at it from the point of view of learning styles, it is apparent that when a text is approached visually as well as aurally, the two modalities are combined. The auditory style can be also incorporated into teaching writing. Such activities include for instance dictations, writing the content of texts or dialogues which

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15 Communicative competence is simply defined by Oxford as competence or ability to communicate concerning both spoken or written language and involving all four language skills (speaking, reading, listening, writing) as well as the language used through these ways (Oxford, 1990, p. 7).

16 Although the receptive skill which ought to be taught is "reading to oneself (as opposed to reading aloud)", this activity reflects the needs of auditory learners (Scrivener, 2005, p. 184).

have been listened to (Lojová, Vlčková, 2011, p. 52). Nevertheless, it is equally important to give pupils and students the opportunities to become more flexible by practising a wide range of different strategies outside of their primary learning style. Therefore, the teacher should find the right balance between teaching which is compatible with the primary learning style of these learners and practising strategies which are not fully compatible with it.

Apart from listening and talking, music and rhymes are considered to have a good effect on this type of learners. In language learning and teaching, there are various options available. Firstly, there are songs and rhymes for children. A lot of children were taught the English alphabet through the song. Another well-known song is Head and Shoulders, which also includes movement so that it is also eminently suitable for pupils with the kinesthetic preference. In a similar way, counting rhymes, as Černá and Píšová point out, combine reciting a rhyme with movements and so that develop some aspects of pronunciation, which are stressed and reinforced by rhythmical movements (2000, 12). Secondly, chants can be used. Thirdly, learners can also use mnemonics involving rhymes and/or rhythm. Another memory strategy for applying sounds to remember new expressions is auditory association. Learners can link a new word with one that is already familiar to them and has a similar sound, thought the words might have different meanings (Oxford, 1990, p. 63-64).

In connection with auditory learners, Hanušová promotes background music as a useful means for learning (2008, p. 27). Nevertheless, although it might support relaxation and contribute to stimulation and motivation of some learners, others might be distracted by music. A teacher ought to accommodate needs of all learners (Riefová, 1999, p. 122). Dunnová, Dunn and Price make a suggestion that teachers enable auditory learners to listen to music through headphones, which apparently will not prevent others from concentrating (2004, p. 10, 14). Interestingly, learners with the major auditory learning style tend to be distracted by noise (Sonbucher, 2008, p. 33). Dunn, Dunn and Price argue that their need for background music stems from its functioning as protection against unexpected distracting sounds (2004, p. 10).

For the above, it is evident that applying the spoken word and music supports learning of the auditory type of learners. These learners will benefit from listening to

somebody or an audio system or/and producing oral language.

3.3. Kinesthetic Type

Learners with this learning style preference learn best by being physically involved in learning activities. Some experts sharply distinguish between a kinesthetic type[17] (whole-body movement) and a tactile type (hands-on) (Dunn, Dunn, 2005; Reid 1998, for instance). However, in most cases both types are dealt with together and the combination is called a kinesthetic type as well. Moreover, Dunn and Dunn note that some learners respond best to combinations of tactual and kinesthetic resources (2005, p. 273). For the above reasons, from now on the term kinesthetic will be used to cover both types.[18,19]

Some learners with the kinesthetic strength tend to link learning with writing or drawing and therefore, they usually take copious notes during teaching and learning, draw pictures, schemata, diagrams and doodle or colour (Lojová, Vlčková, 2011, p. 53). Probably on that account, there is an assumption that "the movement of their hand across the page helps" kinesthetic learners "to absorb information" (Revell, Norman, 1997, p. 31). Nevertheless, Sprenger strongly opposes such generalizing. The author argues that "although some kinesthetics find writing to be enough fine motor movement to keep them attentive, most do not" (2008, p. 113). Therefore, more creative ways of writing words in order to remember the information have to be considered.

An example of a more creative manner of writing for remembering target language information is Using Mechanical Techniques. These tangible techniques involve especially moving and changing something concrete. In order to remember vocabulary, learners can write words on flashcards with their definitions on the other side and turn the cards over and move them from one stack to another (Oxford, 1990. p.

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17 In some pieces of writing, you can come across an alternative spelling- kinaesthetic.
18 Some authors use the term haptic to denote the combination of the tactile and kinesthetic modalities (Škoda, Doudlík, 2011; O'Brien 1995). However, others use the term haptic as a synonym only for the tactile type (Hughes 2001; Lojová and Vlčková, 2011). To avoid potential ambiguity, the term haptic is not used in this thesis.
19 A few (Revell and Norman, 1997; Sprenger, 2008; Hughes 2011, for instance) also distinguish an internal kinesthetic type of learners, who prefer to get information through emotions, which tend to be easily activated through stories and metaphors. Nevertheless, this subcategory is not dealt with in this bachelor thesis.

43). Matching vocabulary written on flashcards to the definitions or pictures of the words on other flashcards or putting the cards into the correct category can be offered as possible alternatives (Rosenberg, 2008-2011).

The same techniques can be applied to practising other subskills and skills as well. Cards with different word classes can be put in the right word order (Vlčková, 2007, p. 52). Gap-filling tasks may easily be modified into tasks appealing to kinesthetic learners by using cards containing the words, phrases, sentences or paragraphs and inserting them into the correct gaps. Moreover, a full text might be created by putting its pieces into the correct order (Rosenberg, 2008-2011). Not only in reading comprehensions, but also in listening comprehensions, understanding may be demonstrated by sequencing events either through pieces of text or pictures.

These paper based techniques consist in arranging, organizing, planning, sequencing, classifying and prioritizing (Hughes, 2001, p. 138). However, they presumably appeal to visual learners as well, due to their written and sometimes also pictorial form. This assumption accords with Gagé's statement that a great "advantage of implementing kinesthetically-orientated" strategies "is that they often involve one or both of the other modality as well". The author finds them advantageous because "not only does the strategy then relate in some way to each individual, but it also encourages development of all the learning styles in students" (1995, p. 54). This enormous advantage is not the only one.

Another advantage is that in many cases kinesthetic activities take the form of a game. A game, as Skalková notes, occupies in a special place in the teaching processes (2007, p. 199). In English lessons, a well-known game which uses the sense of touch involves a learner writing a word on classmate's back and the other making an effort to pronounce the word correctly (Černá, Píšová, 2000, p. 12). Games have a lot of to offer- among other things, provide opportunities for target language practise, create a pleasant learning environment, increase learner task-related motivation.

For the needs of kinesthetically-oriented learners generally, drama techniques (role-play, real-play, simulation, and others) are believed to be suitable (Hanušová, 2008, p. 27; Lojová, Vlčková, 2011, p. 54-55; Gagé, 1995, p. 54). However, if we do not take kinesthetic internal learners into account, it can be argued that not always role-play

and simulation completely fulfil the needs of kinesthetic learners. The degree to which an activity is suitable for whole-body kinesthetic learners presumably consists in how much movement is involved in acting out scenes. If the activity encourages "only" the interaction of participants without any movement, then it is probably hardly suitable for whole-body kinesthetic learners. Drama techniques can be used as effective means for the development of the skill of speaking or, as Gagé points out, demonstrating understanding of a reading exercise by acting out what they have read (1995, p. 54). Another example is mine, in which a learner or a group use movements and expressions to communicate actions or emotions (Vlčková, 2007, p. 52).

Mine is a typical example of Using Physical Response or Sensation- a language learning strategy including meaningful movement or action (Vlčková, 2007, p. 52). This strategy involves physically acting out new expressions (for example going to the door) or meaningful relating new expressions to physical feelings or sensation (warmth for instance). The method Total Physical Response is based on this strategy. Learners listen to teacher's commands and carry out the instructions. The physical movement helps them to remember the new information (Oxford, 1990, p. 43, 66). Similarly, in the game Simon says, which offers the opportunity for the development of the skill of listening, understandingg is demonstrated by movement (Černá, Píšová, 2000, p. 12). The physical response may also be indirect- learners might demonstrate the movement with an object or a toy (Vlčková, 2007, p. 52). Real objects or their model which learners can seen, touch and manipulate make it possible to apply the didactic principle of illustration.[20]

Realia are useful, among others, for teaching vocabulary and grammar, To practise vocabulary, learners can guess what objects are inside a bag by touching the objects (Rosenberg, 2008-2011). For teaching grammar (prepositions for instance) three-dimensional models have proved useful (Hanušová, 2008, p. 27). Additionally, real items or their models can be used in role-play and real-play.

Škoda and Doudlík point out that action and real objects are not commonly employed in teaching. According to the authors,

the trend of the massive spread of interactive whiteboards to schools has more

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20 The principle of illustration emphasizes the need for involving all senses in the learning processes (Černá, Píšová, 2000, p, 11).

likely a contradictory effect [...] since it substitutes real objects in teaching for pictures of the objects (Škoda, Doudlík, 2011, p. 51).

However, the extent to which this aid is beneficial for teaching and learning presumably proceeds from the way it is used. As far as the kinesthetic style is concerned, interactive whiteboards /hereafter IWB/ broaden the strategy of Using Mechanical Techniques, involving moving and changing something concrete, beyond the scope of paper-based activities. However, this potential of the IWB for tactual learners[21] will not be exploited unless learners' involvement in terms of operating the IWB by a special pen or finger and moving (groups of) words or pictures on the board is encouraged.

So far we have presumably covered basic means for incorporating the kinesthetic style into learning activities leading to the specific outcomes of the lesson. Apart from discussed motor activities, the chances to play with small objects (a pen, a pencil or a small toy) and to move (around) (tapping feet or pacing) when the teacher is talking are believed to facilitate learning of learners of this type (Hanušová, 2008, p. 27; Oxford, 1995, p. 2009; Lojová, Vlčková, 2011, p. 54). However, in the classroom environment, the opportunity to move around has to be provided in a manageable way because it is likely that the situation in which the teacher is talking, some learners are pacing, while others are tapping their feet might have extremely disruptive influence on some learners. Therefore, an acceptable alternative is to stop learning for a while so that learners can stretch (Škoda, Doudlík, 2011, p. 50-51). This way we significantly increase the likelihood that kinesthetic learners remain in an appropriate state for learning. Furthermore, all learners benefit from frequent breaks (Hughes, 2001, p. 131).

Broadly speaking, in traditional teaching, with the possible exception of physical education, art and technology lessons, there are relative few opportunities for learners with a heavy kinestethic preference to learn in their preferred style (Hughes, 2011, p. 119). Norman and Revell claim that since classrooms favour the visual and auditory types of learners, strongly kinesthetic learners tend to lose out academically (1997, p. 32). Hughes speculates about "...to what extent does their heavily kinesthetic learning preference contribute to, or even cause, their current difficulties" (Hughes, 2001, p. 129). However, we would certainly oppose that it is not the preference that places these

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21 The IWB, of course, brings great advantages also for visual as well as auditory learners- watching educational videos on the Internet, for instance.

learners at a distinct disadvantage because no learning style is generally better than another, but lack of opportunities for them to learn in their preferred mode. Generally, serious

> consideration is given to the extend to which the problem of underachievement and/or poor behaviour stem from a mismatch between preferred learning style and the way in which the student is being taught (Hughes, 2001, p. 129).

Dunn and Dunn report that repeatedly their data showed that "when taught through methods that complemented their learning characteristics, students at all levels became increasingly motivated and achieved better academically" (1979, p. 239). Moreoverdue to their kinesthetic needs, these learners are sometimes mistakenly considered to be undisciplined or dddisobedientVlčková, Lojová, 2011, p. 54).

In sum, it is necessary to fulfil the needs of learners with the kinesthetic preference by applying movement and manipulation in learning. This can be done through the following strategies- Using Mechanical Techniques, Using Physical Response and Sensation. There are other ways we can accommodate the kinesthetic learning style- drama techniques and using realia which learners can touch and move, for instance.

3.4. Implications for Teaching

In the previous chapters, we have discussed the ways of addressing the needs of learners with the visual, auditory, or kinesthetic preference. However, it is more than likely that the class will be made up of different types of learners (Hanušová, 2008, p. 26). Therefore, teachers

> have to make conscious critical choices about how to organize the task of teaching the individuals within learning groups. These choices are critical since they may help or hinder learning. The effectiveness of teaching depends on its impact on learning-that is when it provides the most accessible learning opportunities for the widest range of learners. In other words, the teacher is responsible for accommodating a range of learning styles by varying his or her own teaching style (Convery, Coyle, 1999, p. 4).

Similarly, Lojová and Vlčková believe that the task of the teacher is creating a teaching environment in which individual learners can apply their primary learning styles as much as possible and on their basis create effective learning strategies (Lojová,

Vlčková, 2011, p. 94), because learning strategies represent an important aspect of effective foreign language learning and belong to official objectives of the national curriculum (Vlčková, 2007, p. 173).

The process by which optimum learning opportunities for learners to achieve their potential are provided is called differentiation (Convery, Coyle, 1999, p. 4). Nowadays, special stress is laid on differentiation within a heterogeneous class- internal differentiation. The way of differentiation of teaching preserving the heterogeneityyy of a class as a basic social unit and respecting individual learner differences binternal differentiation is called individualization (ůcha, Walterová, Mareš, 1995, p. 51, 84).

Convery and Coley list eight ways in which teachers may differentiate. They involve differentiated learning by text, task, outcome, support, ability, interest, variety, and range. It is obvious that in practice they tend to overlap to a great deal (1999, p. 6-9). With regard to the focus of this bachelor thesis, the differentiation by variety, consisting in extending teacher's teaching style and differentiation by range, which involves providing a variety of activities ensuring that different types of learners are catered for over a period of time are discussed below (Convery, Coley, 1999, p. 9).

In order to provide optimum learning opportunities for all learners, in term of sensory learning styles, all three modalities (visual, auditory and kinesthetic) must be incorporated in teaching.[22] For example, when learners are supposed to sequence pictures of events to demonstrate their understanding of a listening exercise, they *hear* the description of events, *see* the events in the pictures and *move* the pictures so as to sequence them. In other words, all the three modalities are involved in the activity simultaneously. Nevertheless, it is not always possible to incorporate all the learning styles into each activity. However, the teacher can include the different styles in teaching and learning one after the other or in *various* combinations.

In addition, individual learning styles and strategies may be respected by the possibility of choice in learning processes (Černá, Píšová, 2000, p. 24). Gagé notes that the freedom of choice allows learners to respond according to their individual strengths. In terms of sensory learning styles, learners may demonstrate reading comprehension, for instance by collaborative auditory discussion of the content, visual representations of

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22 Accommodating all the senses in learning is referredto as aa multi-sensorypproach (Černá, Píšová, 2000, p. 11)

the content through plot diagrams, time lines and portraits of characters made either by individuals or groups, or kinesthetic role playing scenes in small groups (1995, p. 53). Group learning offers opportunities not only for learners of similar styles to work together, but also for learners with diverse styles encouraging them to utilize their own modality strengths, draw upon the strengths of the others (Sarasin, 1999, p. 86; Gagé 1995, p. 54). Additionally, the classroom environment can be adapted to suit the needs of all the types of learners.[23]

As we have already mentioned "a key to meeting the needs of many different types of learners is" to "offer variety and choice in learning activities" (Hughes, 2001, p. 122, 134). In varied teaching, the learner is exposed to different stimuli, which make him/her use and so that develop less dominant styles and thereby develop his/her learning repertoire (Lojová, Vlčková, 2011, p. 96). However, such variety tends to be conditioned by awareness of the existence of different learning styles and the needs of learners with individual styles (Hughes, 2001, p. 134).

The basic knowledge of different learning styles concerns not only teachers but also learners. There are different ways which can be used for learning style identification- questionnaires, tests, dialogues or discussions.[24] Learners' awareness of their learning styles is a particularly important component of foreign language teaching, which increases self-awareness and so that enables self-regulation. Therefore, the awareness of learning styles should be accompanied by minimizing drawbacks and maximizing strengths in different learning situations (Lojová, Vlčková, 2011, 99-101), which is promoted as an essential part of learning styles (Mareš, 1994, p. 372).

School ought to enable learners not only to learn the subject matter (which becomes obsolete), but primarily lead them to learn how to learn and direct their own learning (Mareš, 1994, p. 373). By such purposeful influence, the teacher may encourage learner independence, develop their ability to learn, help learners to become autonomous students and prepare them for lifelong learning, which is very important for foreign language learning (Lojová, Vlčková, 2011, p. 102).

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23 How to redesign the classroom environment for the optimal use of different learning styles is outlined in Sonbucher (2008, p. 9) or described into great detail in Dunn and Dunn (1993, p. 57-100).

24 For various surveys focused, among others, on sensory learning styles see, for example, the publication of Reid (1998).

Not only learners but also the teacher should diagnose his/her *own learning style*[25] as there is a general presumption that teacher's *learning* style greatly influences his/her *teaching* style. However, teachers "need to satisfy all [...] students and not just the ones who happen to share" their "own preference" (Revell and Norman, 1997, p. 32). Because many pieces of research made by experts in the field have demonstrated that a match between learners' learning styles and teacher's teaching style is related to higher educational achievements (Cheng and Banya, 1995, p. 80), all learning styles must be incorporated into learning activities.

Practical Part

5. Introduction to the Practical Part

In the practical part of the bachelor thesis, the study into accommodating sensory learning styles in English language teaching and learning at the lower secondary school is presented. The purpose of the study proceeds from the theoretical foundations laid in the first part of the thesis in which, with reference to several educators and researchers, the need to understand and cater for learners with different learning style strengths is stressed.

The research[26] is based on a quantitative methodological approach. By means of observation, it was being investigated whether and to what extent teachers in English teaching take the existence of individual sensory learning styles, namely visual, auditory and kinesthetic, into consideration. The decision not to diagnose individual learning styles had been reached because it is generally accepted that in the vast majority of classes, there are learners with different major learning style preferences (either visual, auditory, or kinesthetic). For this reason, a wide variety learning activities, in terms of learning styles, which ensures that every single learner has ample opportunities to learn in his/her preferred learning style is in the centre of this study.

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25 Lojová and Vlčková note that it is necessary to distinguish teacher's *teaching* style and teacher's *learning* style because these terms are not interchangeable (2011, p. 103).

26 Alhough "research of this type tend to be termed pedagogical surveys" (Chráska, 2007, p. 17), the term research is often used to refer to the study conducted in the lower secondary school, even if it is evident that the study has had predominantly a descriptive character and so that "in the strict sense [...] no scientific-pedagogical research is involved" (Gavora, 2000, p. 27).

The practical part is divided into four sections. After the introduction, the aims of the research are specified, followed by the description of the research methodology. Lastly, there is a chapter focused on results and interpretation concluded with suggestions for modifications of English lessons so that they suit the needs of learners with different learning style strengths.

6. Aims of the Research

Countess studies have been aimed at discovering learners' preferred learning styles, particularly in the form of various questionnaire surveys (see Reid, 1998 for instance). However, significantly less research has been based on direct observation of the educational reality investigating whether teachers take account of the need for incorporating different sensory learning styles into teaching.[27] As a result, it is generally conceded that the field needs to be further examined from various aspects.

The aim of this research is to provide insight into accommodating learning styles[28] in teaching of the English language at the lower secondary school. The primary aim is to describe English teaching, in terms of learning styles, discover whether or not in teaching teachers reflect on the existence of learning styles and determine what types of learners are dedicated the most and the least time in teaching to. The secondary aim is to produce and put forward recommendations for modifications of English teaching so as to meet the needs of different types of learners. The process of investigating is specified by these research questions:

1. Is teaching varied and does it include different learning styles or on the contrary, is it one-sidedly focused on a certain type of learners?

2. What type of learners is dedicated the most time in teaching to?

3. What type of learners is dedicated the least time in teaching to?

As we have seen above, the first questions which has been posed is a question of a purely descriptive type. Such questions are used to find out and describe a situation.

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27 There are studies comparing teacher's teaching style and learners' learning styles. Nevertheless, in such research projects, questionnaires distrubuted to both learners and teachers have primarily been used. These types of research are based on a general presumption that teachers tend to teach the way they prefer to learn.

28 In the practical part of the bachelor thesis, the term learning style is used in its narrow sense having the meaning of sensory learning styles.

Unlike relational and causal research questions, these questions are not focused on investigating relation between two variables (Gavora, 2000, p. 26-28). Therefore, on account of the descriptive research question, for which hypothesis can not be formulated "because hypothesis is a prediction about relation between two variables"[29], the word prediction is used for referring to all the statements about expected results (Gavora, 2000, p. 28).

On the basis of the theoretical analysis of learning styles made in the preceding part of the thesis, the following predictions have been formulated:

P1: Teaching includes all the learning styles, namely visual, auditory and kinesthetic.

P2: The most time in teaching is dedicated to the auditory type.

P3: The least time in teaching is dedicated to the kinesthetic type.

To summarize, the principal purpose of the study is to explore, describe and evaluate the amount of time devoted to learning actions including different learning styles or their mutual combinations, in other words the duration of opportunities for individual types of learners (visual, auditory or kinesthetic) to learn in their preferred learning styles.

7. Research Methodology

In this chapter, firstly, the research population is discussed. Next, it is described how the issue was explored, including the research instrument and the process of collecting data. Finally, this section is concluded with data analysis.

7.1. Research Population and Sample

Due to the necessity to keep the bachelor thesis within the limited length, the study was designed as a probe into the reality of one particular lower secondary school in the region of Hradec Králové. Consequently, the findings do not apply to any other school- in other words, the study was carried out without the intention to generalize its findings beyond the study group. The population consisted of five English teachers, all of them agreed to participate in the research. As the group was small, it was possible to

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29 Similarly, Chráska asserts that if the statement about relation between two variables is not involved, it is not possible to use the term hyphothesis (2007, p. 17).

deal with the whole population. The sample was therefore planned as an exhaustive sampling on the level of the given population.

The school is well equipped with multimedia tools. Altogether, there are about eight interactive whiteboards in the building. The school owns a language laboratory. At least once a week, each class has an English lesson in the language laboratory. The basis equipment of the laboratory consists of a computer, an interactive whiteboard, two headsets with microphones for each desk.

Members of pedagogical staff of the school participate in two long-term projects.[30] Učíme interaktivně, whose main aim is the development of interactive and multimedia teaching at primary and lower secondary schools in the region of Hradec Králové[31] and Metody aktivního učení, which is focused on educating teachers about active and cooperative learning methods in the same types of schools and in the selfsame region.[32]

7.2. Research Method and Instrument

Having specified the aims and the subject of the research, the research method and instrument are to be described.

Due to the formal requirements for the bachelor thesis length, ways of collecting data were limited to one method, although the "multi-method approach" termed methodological triangulation would provide a fuller understanding of the issue (Bell, 1993, p. 64). As a result, observing was chosen as the best method for the purpose of this research. Moreover "observation can often reveal characteristics of groups or individuals which would have been impossible to discover by other means" (Bell, 1993, p. 109). Bell asserts that the usefulness of observation is grounded in discovering what people do, as opposed to what they claim to do (1993, p. 109).

Originally, it was planned that the observation would be focused on both learner and teacher actions. However, later, as we will see below, it was decided that only learner actions would be concentrated on. Seven categories were established for

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30 The information was received from the official website of the school, However, its address is not referred to due to research ethics.
31 For futher information about the project, please see www.ucimeinteraktivne.cz.
32 If you want to know more about this project, please see http://kvs.jobos.cz/?page_id=7.

structuring the observed phenomena. They were the following- visual (V), auditory (A), kinesthetic (K), visual-auditory (VA), visual-kinesthetic (VK), auditory-kinesthetic (AK), visual-auditory-kinesthetic (VAK). For a diagram of the categories see the Figure 1 below. These categories express which learning style (V, A or K) or which combination of learning styles (VA, VK, AK, or VAK) was included in the observed phenomena. The creation of the categories combining different learning styles originated in the statement that learning styles occur not only singly, but also in combinations, in other words that two or three different modalities can simultaneously be incorporated within one action. This statement is commonly found in literature. Since it was regarded as entirely reasonable, it was also accepted in the theoretical part of this bachelor thesis. To take an obvious example, listening to a dialogue and simultaneous reading of the dialogue in the student's book fell into the VA category.

Figure 2: The Categories of Observed Phenomena according to VAK System (from Revell, Norman, 1997, p. 33)
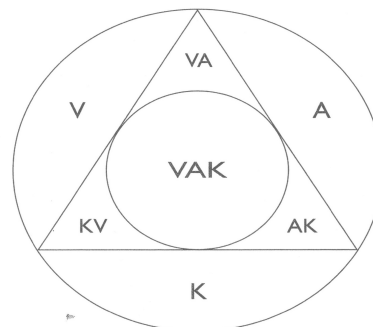
For recording the observing, an own observation sheet was devised as there is presumable none focused on accommodating sensory learning styles in English teaching which would be easily obtained. Since records made into relevant category boxes (V, A, K, VA, VK, AK, VAK) were considered to be less manageable than making detail notes of the lessons and subsequent transferring of the duration of individual categories to a summary chart, the latter was used.

The essentials of the original observation sheet (see Appendix 2) were two columns dealing with a description of teacher and learner actions. The duration of each action of the teacher and learners was supposed to be recorded in the columns next to the teacher and learner actions, respectively. The first column was devoted to very brief

descriptions of learning activities, which would at the same time organize the whole record of consecutive actions around individual activities and set the actions in a wider context of the lesson. Last but not least, one column was designated for recording teaching aids, which tend to reflect what sensory learning style is/styles are addressed.[33]

Basically, by its type (for example visual or auditory), material usually indicates what learning style is/styles are incorporated in the action. For instance, using a blackboard implies the suitability for the visual type of learners. However, the degree to which an action is effective for a certain type of learners is also related to the way the material is applied. Writing on the board is often combined with an oral explanation (VA). On the other hand, the IWB used by the teacher as a notepad does not provide any tactual inputs, but visual ones (V).[34]

Similarly as any new observation sheet, this one needed piloting. The purpose of the pilot study was to get preliminary information about the issue in the environment of the school where the research was planned to be carried out and to verify the research instrument.[35]

The first pilot study (the record from one lesson, to be seen in Appendix 3) was carried out in November 2011. It included three English lessons with three different teachers of the given school. This study revealed weakness in the design of the research instrument. Therefore, some changes were made afterwards.

The fundamental change consisted in the columns devoted to teacher and learner actions. The column teacher actions itself was omitted and in the newly formed sheet, the column learner actions involved all identifiable[36] learner actions, including receiving information from the teacher. Let me give you an example of what is meant by that. If the teacher writes up sentences on the board, then "the whole class becomes involved in seeing what" is written (Harmer, 2001, p. 138). Such an action is recorded as learners read silently what is written on the board. As a result, the range of observed phenomena

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33 Since the focus of the research was on teaching and learning in class, homework, being an exercise out of class, was not recorded unless work with it was incorporated into teaching in class.
34 A detailed description of individual types of learners and suitable didactic means, both material and some of non-material ones, for the needs of the types is provided in the theoretical part.
35 Testing research intruments is commonly included in prelimary research. However, due to the fact that a small-scale study was conducted, the preliminary research was not done in all the phases, and therefore this stage is called a pilot study.
36 The term identifiable covers both low-inference and high-inference categories, as compared to unidentifiable actions- vizualization which is not intentionally evoked by the teacher, for example.

includes not only low-inference categories (such as reading aloud), but also high-inference categories, in which learners can only pretend to be engaged in the action. Observation focused on this type of categories tends to be not entirely reliable, however brings more interesting results (Gavora, 2000, p. 78). Moreover, this study is focused more on providing opportunities for learning in preferred learning styles than on the question whether the opportunities are fully taken.

Furthermore, the decision that instructions will not be dealt with was reached. Although the way instructions are given is important, omitting them provided more space for concentrating on the actions directly aiming at the objectives. Therefore, space for recording the overall aim of the lesson, in observer's view, was made in the observation sheet.

The second pilot study (for the record from the study, see Appendix 4) of the modified instrument took place in December 2011. Indirect observation was made by the means of CD-ROM under the title *Video Library- Teaching Practice II* (Černá et al., 2008). This final version of the observation sheet was used in the research. However, it was decided that correcting learners during actions (for example, teacher's indicating incorrectness and learner's correcting himself/herself during accuracy work) would not be analysed unless the whole action itself is designed to concentrate on mistakes which were made by learners.

7.3. Data Collection

Data collection was undertaken in March 2012 at the lower-secondary school. Within two weeks, twenty-five lessons were observed- five lessons with each of the teachers, regardless of what class was being taught.

During direct observation, the observer is supposed to be disruptive as little as possible. Therefore, a seat in the back corner was always taken. Bell points out that "an observer can never pass entirely unnoticed, but the aim is to be as unobtrusive as possible so that observed behaviour is as close to normal as possible" (1993, p. 117).

The length of cognitive phenomena (an explanation of the subject matter, for instance) and psycho-motor ones (such as learners' work with tools) was recorded. Affective phenomena, which are comprised of attitudes, interests and emotions were not

written down (Gavora, 2000, p. 78). A large majority of the data was coded during the process of observing. The letters V, A, K and their mutual combinations (VA, VK, AK, VAK) were used to refer to individual categories. Marking learner actions with the codes was done according to the theory formulated, on the basis of literature, in the preceding part. Nevertheless, during the course of observation, unanticipated difficulties concerning choices as to into which category particular actions fall occurred. The difficulties were consulted and these actions were coded afterwards.

7.4. Data Analysis

As has been mentioned earlier, some difficulties with assigning data into categories arouse. With regard to the type of this thesis and its practicability, they were resolved in the following ways.

Firstly, since the whole class was not always involved in the same type of action in terms of learning styles, we had to decide that in these cases, we would focus exclusively on the majority of the class. Because of this decision, filling in sentences by placing "fill-in items" into the appropriate sentences on the IWB was classified according to the majority of learners, "who become involved in seeing what" was written on the board (Harmer, 2001, p. 138). Performing role play in front of an audience was analysed from the perspective of the audience. Reading aloud was classified according to the majority of the class, who were involved in both listening to the text and seeing it provided that learners had identical texts.[37] A notable exception is choral reading as it is assumed that visual learners can not perceive the visual input when they themselves are reading aloud. Therefore, choral reading, in which all learners read aloud simultaneously, was considered to be purely auditory action.[38]

Secondly, categories combining two or three different learning styles (VA, VK, AK, VAK) were established to include simultaneous addressing two or more styles

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37 If individual learners read aloud a text which others could not see, the action was considered to be auditory only.

38 Although the visual input was present in the action, as we have seen in the theorethical part, for the visual type "it is difficult ... to perceive the text which they are reading aloud" (Hanušová, 2008, p. 27). Similarly, Kinsella states that silent reading, as opposed to reading aloud, helps the visual type of learners "to gain the maximum meaning" from the text (1995b, p. 226). On the basis of these statements, which imply that the visual type can not draw on the visual input in such an action, the action was considered purely auditory.

within one action. To take obvious examples, watching a video with English subtitles or filling in the gaps in a text while listening to it address two styles within one action (VA). However, when series of actions were interconnected and it was hardly possible to record the exact time for each action addressing a different learning style, the whole set of actions was recorded as one combination with the total time. As a result, listening to a text and filling in the gaps with pausing the recording for each gap, or answering a question in speaking and subsequent writing the answer down repeated several times fell into VA category.

Thirdly, combining learning styles was recorded as a combination regardless of the proportion of a certain learning style to another one. Giving an oral explanation of grammatical rules with a brief written outline, for instance, was put into the category including the visual style and the auditory one, in spite of higher proportion of the auditory modality.

Lastly, some actions were not dealt with in the theoretical part. These actions are listed and classified here, regardless of their potential usefulness for language learning, which will be discussed in the following chapter. Learning a piece of text by heart was included in the category comprised of the visual and auditory style as learners were allowed to learn the text the way they preferred, either by silent reading or by repeating it several times. Sight translating, which was used in reading comprehensions, was grouped under the category VA because the process involved converting written expressions of the target language (the visual input) into the native language not by writing the expression, but by saying them aloud (the auditory output).

After all the difficulties had been resolved, the duration of individual categories was transcribed into a summary sheet (to be seen in Appendix 6) The analysis of the sheet provided valuable insights into the problem. The results are presented below.

The graph shows that teaching was not one-sidedly focused on a certain learning style, but there are some interesting features here. At this point, it is worth mentioning that the visual and auditory style emerged both singly and in a mutual combination of the two styles as well as in a mutual combination of all the three styles, whereas the kinesthetic style occurred merely in a simultaneous combination of all the three styles. Within the twenty-five observed lessons, three categories- kinesthetic, visual-kinesthetic

and auditory-kinesthetic, did not appear at all. However, it can still be concluded that the first prediction that teaching includes all the learning styles, namely visual, auditory and kinesthetic was supported.

Figure 3: The Duration of the Individual Categories
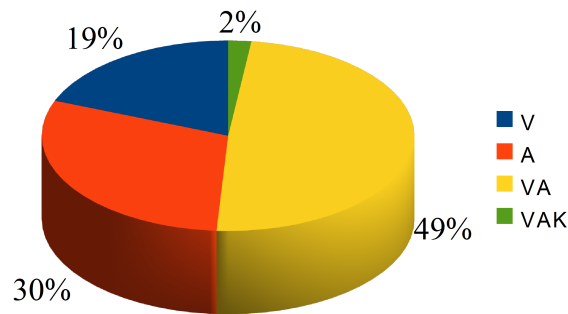
The above chart shows how much of the total time fell into the individual categories. If we compare the categories, it is very interesting that the combination of the visual and auditory style, as one of the seven proposed categories comprised nearly 50% of the total time. On the other hand, the visual-auditory-kinesthetic category, which includes all the styles, represented 2% of the total time. A detailed description of the duration of the individual categories is provided in Table 1.

Table 1: The Duration of the Individual Categories

Categories	Duration		Ranking of
(Styles)	Sum (Minutes)	Percentage	Time
V	167	*19%*	3
A	255	*30%*	2
K	-	-	-
VA	421	*49%*	1
VK	-	-	-
AK	-	-	-
VAK	14	*2%*	4

Profound differences in the duration of the individual categories were discovered. Due to the fact that the visual learning style and the auditory learning style occurred only singly (V, A), in the mutual combination of the two styles (VA) and in the mutual combination of all the three styles (VAK), 19% of the total time in the visual

category (V) and 30% of the total time in the auditory category (A) clearly point to the fact that the most time in teaching is dedicated to the auditory type. As a result, the second prediction was supported.

The kinesthetic learning style, by contrast, occurred only within one category- VAK (out of four possible ones- K, VK, AK, VAK), whose duration when compared to the whole time was mere 2%. Therefore, it is evident that the third statement that the least time in teaching is dedicated to the kinesthetic type was also confirmed. To summarize, all the three predictions about expected results were accepted.

8. Results and Interpretation

Presented results revealed basic characteristics of accommodating learning styles in English teaching at the given school, and therefore they apply exclusively to this population.

The results confirmed that teaching is not one-siddly focused on a certain type of learners. Owing to analysing and evaluating the twenty-five observed lessons as a whole, the prediction that teaching includes all the learning styles was accepted. If the lessons were to be considered separately, then the predicted variety of teaching would be proved in the case of the visual and auditory style, but not the kinesthetic one because in twenty-three out of twenty-five lessons, unfortunately for the kinesthetic type, the kinesthetic style was not included at all.

An interesting finding is that the kinesthetic learning style emerged only in a mutual combination of all the three styles (VAK). This piece of data accords with the current theory suggesting that kinesthetically-oriented learning tends to involve other modalities as well. Other three categories including the kinesthetic style (K, VK, AK) did not occur. However, because the study was limited to a certain amount of lessons, it can not be ruled out that these categories appear in English lessons in the given school. Since, as Gavora claims, no research can guarantee that its findings will apply for unlimited time (2000, p. 138).

Considerable differences in the duration of the individual categories were found out. In the preceding section, we have seen that the most time in teaching was dedicated to the realization of the actions combining the visual and auditory style falling into the

VA category. The fact that the sum of the amounts of time in the V category and A category, which both address a single learning style, was not greater than the amount of time included in the VA category would appear highly positive. Nevertheless, the latter category was comprised predominantly of reading aloud followed by sight translating, whose potential for the development of communicative competence is questionable, to say the least. Although translating, consisting in "using one language as the basis for understanding or producing another" (Oxford, 1990, p. 46), is one of language learning strategies, it is stressed that a cautious approach must be taken to using this strategy, otherwise it might, as Vlčková points out, slow learners and reinforce his/her potential tendency to constantly convert from one language to another one (2008, p. 59). Moreover, because all reading comprehensions were based on reading aloud followed by sight translating, learners were not provided opportunities to practise other strategies which help them to understand what they read in the target language, for example strategy Getting the Idea Quickly using two specific techniques for extracting ideas-skimming and scanning[39] (Vlčková, 2008, p. 56, Oxford, 1990, p. 46).

On the other hand, the least time was dedicated to the realization of the actions combining all the three styles. Mere 2% of the total time fell into this category, in which all sensory learning styles are incorporated, and thus opportunities for the widest range of types of learners to learn in their preferred styles within one action are provided.

The time dedicated to the visual and auditory type would seem satisfactory because learners should at the same time practise using strategies which are outside of their preferred learning styles to stretch their learning styles. However, a fundamental problem lay in insufficient time devoted to the kinesthetic type. As a result, this issue is addressed in recommendations for practice put forward in the following chapter.

These findings closely correspond with the existing pedagogical theory discussed in the theoretical part of this bachelor thesis which claims that in general terms, schools favour learners with the auditory and visual learning style strengths, while learners with the kinesthetic strengths are put at a distinct disadvantage.

Since the kinesthetic learning style was included in teaching significantly less than visual or auditory, it is evident that kinesthetic learners were not provided as much

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39 Skimming is used for determining the main ideas and scanning for finding specific details of interest (Oxford, 1990, p. 46).

time to learn in their preferred learning style as learners with the other style preferences. Because many pieces of research made by experts in the field have demonstrated that the match between learners' learning styles and teacher's teaching style is related to higher educational achievements, it would be interesting to investigate whether kinesthetic learners in these classes underachieve. Naturally, this issue is much more complicated mainly due to the facts that there are more causes of underachievement at school and that some of learners are able to cope with an incompatible teaching style very well.

Unfortunately, reasons for dedicating the least time to the kinesthetic type can not be uncovered from the collected data. Do teachers have concrete knowledge of sensory learning styles? Can they apply the knowledge? Do they consider it important to incorporate all learning styles into teaching? It may be worthwhile to conduct interviews which would provide a revealing insight into these types of questions.

8.1. Recommendations for Practice

On the basis of research findings presented in the previous chapters, recommendations for practice were produced. These recommendations originated from the current pedagogical theory discussed in the first part of this bachelor thesis.

Since findings of research carried out by experienced educational researchers repeatedly revealed that teaching which complemented learning characteristics of learners let to increased motivation and better educational results, it is necessary to be sensitive to the needs of learners with different learning styles. The most accessible learning opportunities, in terms of sensory learning styles, for the widest range of learners are presumably provided by varied teaching which accommodates the whole range of learning styles- visual, auditory and kinesthetic. Offering such divergent possibilities for learning enables each learner to choose the best option for him/her and apply his/her preferred style.

As the kinesthetic style was included in teaching significantly less than visual or auditory, the key recommendation aims at accommodating the kinesthetic learning style into teaching, in other words at providing opportunities for the kinesthetic type of learners to learn in their preferred modality. Because the results revealed that kinesthetic

learners were placed at a distinct disadvantage, teachers ought to realize the current state and use the means for incorporating the kinesthetic style into learning actions. For the kinesthetic type, it is needed to connect learning with actions including tangible techniques and acting out. For a detailed description of practicable means based on the kinesthetic and tactile learning modes see chapter 3.3.

On the other hand, the opportunities for learners to work in their preferred learning styles should not be provided constantly as learners should also practise using strategies that are outside of their primary learning styles to stretch their learning styles and be able to use a wide range of different strategies because learning strategies are an important aspect of effective foreign language learning and belong to the official aims of the national curriculum.

Conclusion

One of the contemporary tendencies in education is to take into account the needs and abilities of individual learners. In such teaching, the learner and his/her individual differences are in the centre of attention.

Similarly as other individual differences, learning styles have a profound impact on foreign language learning effectiveness. As we have mentioned in this bachelor thesis, the exactly same teaching may be effective for some learners and ineffective for others. Many times research results revealed that higher educational achievements and motivation were reached when teaching complemented with learners' learning styles, and therefore this thesis repeatedly emphasizes the necessity of providing learners with opportunities to use their learning style strengths in learning activities. Due to this must, an overwhelming part of the theoretical part discusses didactic means which suit the needs of different types of learners.

Although to some extend, most learners are able to use all learning styles and adjust to occasional learning inside of their minor learning styles, there are a few learners who are not capable of any meaningful learning outside of their learning style strengths. Needless to say that the teacher ought to create conditions which would enable the optimal development of *each* learner's potential. Moreover, even for flexible learners constant learning outside of their style preferences can be very demotivating.

Optimum learning opportunities for a wide range of learners may be provided through varied learning activities. Not only does the variety ensure that needs and preferences of different types of learners are catered for during a period of time, but also learners are exposed to stimuli which enable them to use and this way partially develop their minor learning styles and thus stretch their overall learning styles consisting of multiple components. Trying out strategies which are not entirely compatible with their primary learning styles enables learners to acquire a wider range of learning strategies, which is one of the official objectives of the national curriculum.

Due to these important facts, which were gathered from literature, a study into respecting learning styles in English teaching was conducted. Its primary aims were to find out whether teaching was varied and included different learning styles and determine what type of learners was dedicated the most time in teaching to and what type of learners was dedicated the least time in teaching to. The study was planned as a probe into the reality of one particular lower secondary school.

The research project was based on the method of observing, for which an own observation sheet was designed and piloted. The data collection took two weeks and included twenty-five English lessons with five teachers, constituting the entire population. The data collection and subsequent analysis support the statements about expected results. It was confirmed that teaching was varied and included all learning styles. However, in data interpretation the necessary condition for accepting this prediction is stated. It consists in analysing and evaluating the observed lessons as a whole because in twenty-three out of twenty-five lessons the kinesthetic style was not included in teaching, which places the kinesthetic type of learners at a distinct disadvantage. Therefore, the recommendations for practice aim at incorporating the kinesthetic style into learning activities. In the final part of the bachelor thesis, suggestions on another possible research project related to this issue are briefly outlined.

After the research was concluded, concrete proposals were personally discussed with the headmaster of the school and the teachers involved in the research, who expressed an interest in the results. It would be desirable for the teachers to consider the current state the and offered recommendations and implement at least some of them.

RESUMÉ

Procesy vyučování/učení a jejich výsledky jsou ovlivňovány různými faktory. Jedním ze základních faktorů vyučovacího procesu je samotný žák. Současnou tendencí ve vzdělávání je zaměření na žáka a jeho individuální zvláštnosti, přičemž většina odborníků se shoduje v tom, že právě individuální charakteristiky žáků značně ovlivňují efektivitu cizojazyčného učení. Jednou z nejdůležitějších individuálních charakteristik žáků jsou jejich styly učení.

Tato bakalářská práce se zabývá problematikou stylů učení žáků v procesech vyučování/učení se anglickému jazyku. Práce je rozdělena do dvou základních částí- teoretické a praktické. V teoretické části jsou diskutovány především didaktické prostředky, které zohledňují potřeby jednotlivých typů žáků. Tyto poznatky se stávají východiskem pro šetření uskutečněné v rámci praktické části, jehož primárním cílem je zjistit, zda učitelé ve výuce anglického jazyka reflektují jednotlivé styly učení žáků.

První kapitola představuje žáka jako jednoho ze základních faktorů vyučovacího procesu. V rámci tohoto faktoru jsou pak vymezeny čtyři skupiny proměnných reprezentující individuální charakteristiky žáků, do nichž spadá i styl učení. Vedle výčtu základních faktorů vyučovacího procesu a individuálních charakteristik žáků je zároveň zmíněna vzájemná provázanost všech determinantů včetně působení proměnných typických pro cizojazyčné vyučování- především příležitostí pro užívání cílového jazyka.

Další kapitola pojednává o samotných stylech učení, zdůvodňuje nutnost jejich respektování a usměrňování vzhledem k potřebě vytvářet podmínky pro optimální rozvoj každého žáka. V následující kapitole je definován termín styl učení v souvislosti s dalšími determinanty cizojazyčné výuky, které jsou se stylem učení úzce spojeny, a to kognitivním stylem a strategiemi učení. Je objasněn vzájemný vztah mezi těmito proměnnými a zároveň je představen model stylů učení Lynn Curryové. Tato kapitola je zakončena přehledem základních charakteristik stylů učení.

Protože jednotlivé komponenty stylu učení jsou většinou analyzovány a popisovány odděleně, v odborné literatuře se setkáváme s různými klasifikacemi stylů učení. Kapitola věnovaná této problematice poukazuje na shodné rysy mezi

různorodými klasifikacemi, uvádí ty, které jsou považovány za obzvláště důležité pro cizojazyčnou výuku a rovněž vymezuje vztah mezi styly učení a teorií rozmanitích inteligencí.

Pro účely této práce je vybrána klasifikace stylů učení podle preferovaného smyslu, která je považována za jednu z nejvýznamnějších klasifikací v prostředí školní třídy. Podle preferovaného smyslu jsou rozlišeny tři základní styly učení a tím i typy žáků- vizuální, auditivní a kinestetický, přičemž taktilní typ žáka je diskutován v rámci kinestetického typu.

Tato práce opakovaně zdůrazňuje potřebu respektovat styly učení žáků protřednictvím rozmanité výuky zahrnující všechny styly učení. Rozmanitost z hlediska stylů učení zajišťuje poskytování učebních příležitostí, které odpovídají preferencím různých typů žáků. Jedním za základních argumentů pro rozmanitou výuku prezentovaných v této práci je skutečnost, že ve vyučování množství a povahu učebních podnětů obvykle zajišťuje především učitel, případně vyučovací prostředí. Další klíčový argument pro respektování stylů učení se opírá o výsledky výzkumů, které opakovaně prokázaly, že pokud jsou žáci vyučováni na základě jejich preferovaných stylů, dosahují nejen lepších vzdělávácích výsledků, ale i vyšší motivace k učení.

Stěžejní oblastí teoretické části bakalářské práce se tedy stávají kapitoly 3.1- 3.3, které analyzují jednotlivé styly učení podle preferovaného smylu a především podrobně diskutují didaktické protředky, které jsou efektivní pro rozvoj řečových dovedností a jazykových prostředků jednotlivých typů žáků. Na základě zpracovaných stylů učení podle preferovaného smyslu a jim odpovídajících didaktických prostředků jsou později, v rámci praktické části, pozorované jevy rozčleňovány do stanovených kategorií . Kinestetický typ je dále diskutován v souvislosti s tradiční výukou, která obvykle tento typ žáka, v porovnání s auditivním a vizuálním typem, značně znevýhodňuje nedostatečným využítím vhodných motorických činností.

V závěrečné kapitole teoretické části bakalářské práce jsou zvažovány způsoby, jak zahrnout do výuky všechny styly učení podle preferovaného smyslu, a tak poskytovat efektivní učební příležitosti pro všechny typy žáků. V souvislosti s příležitostmi pro rozvoj potencionalit každého žáka je zdůrazňována vnitřní diferenciace, jíž je realizován princip individualizace. Je vyzdvižena jak kombinace

všech stylů v rámci jedné aktivity, tak i střídání aktivit zaměřených na různé styly učení, které vedou žáky k využívání a rozvíjení méně dominantních stylů. V samotném závěru této části je zdůrazněna důležitost usměrňování stylů učení a vytvářením efektivních učebních strategií, které jsou součástí oficiálních cílů stanovených národním kurikulem. Společně s těmito požadavky je zmíněna potřeba metakognitivního vědomí žáků o svém stylu učení, vedení žáků k autonomii a rozvíjení jejich dovednosti učit se jako příprava na celoživotní vzdělávání.

V praktické části je prezentován výzkum zabývající se respektováním stylů učení žáků, který proběhl na druhém stupni základní školy. Výzkum byl plánován jako sonda do reality jedné základní školy s primárním cílem zjistit, zda je výuka rozmanitá a zahrnuje různé styly učení. Problematika byla zkoumána prostřednictví přímým pozorování pětadvaceti vyučovacích hodin anglického jazyka na dané škole.

Po úvodním představení praktické části následuje kapitola věnovaná vymezení výzkumných cílů. Je stanoven primární cíl, který spočívá v popsání a hodnocení reflexe učebních stylů ve výuce anglického jazyka a zjištění, kterému typu žáků je věnováno ve výuce nejvíce času a naopak, kterému nejméně. Sekundárním cílem je pak vypracovat a předložit návrhy na modifikaci výuky, tak aby reflektovala různé styly učení žáků. Výzkumné problémy jsou formulovány prostřednictvím tří výzkumných otázek. Výzkumné předpoklady jsou založeny na teoretických poznatcích zpracovaných v první části této bakalářské práce. Tato tvrzení předpokládají rozmanitou výuku zahrnující všechny styly učení, nicméně je očekáváno, že nejvíce času je věnovano auditivnímu typu žáků a naopak, že nejméně času ve výuce je věnováno kinestetickému typu.

Další kapitola, věnovaná výzkumné metodologii, popisuje základní soubor a výzkumný vzorek, výzkumnou metodu a nástroj, procesy sběru dat a jejich analýzu. Vzhledem k tomu, že byl výzkum plánován jako sonda do reality jedné školy, je zdůrazňováno, že výsledky výzkumu platí pouze pro daný základní soubor. V kapitole věnované výzkumné populaci je dále stručně popsáno multimediální vybavení školy, včetně toho v jazykové učebně. Zmíněny jsou i dva dlouhodobé projekty, kterých se pedagogičtí zaměstnanci školy aktivně účastní.

Značně prostoru je věnováno popisu výzkumné metody a výzkumného nástroje. Je zdůvodněna volba použité výzkumné metody a podrobně popsána tvorba a obsah

vlastního výzkumného nástroje. V pilotážním průzkumu byla ověřována nosnost vytvořeného záznamového archu. V důsledku této zkušenosti došlo ke korekturám tohoto výzkumného nástroje.

Další část bakalářské práce popisuje proces sběru dat, který proběhl prostřednictvím přímého pozorování dvaceti pěti hodin anglického jazyka na dané škole březnu 2012 v délce dvou týdnů. V této části je dále zmíněn charakter pozorovaných katerogií a jejich kódování.

Následně jsou vymezeny čtyři problematické oblasti, které jsou řešeny s ohledem na proveditelnost a praktičnost tohoto typu práce. Po vymezení a řešení problematických oblastí byly jednotlivé kategorie spolu s jejich trváním přepsány do souhrnného archu, který tvořil stručný přehled nezbytných dat, a na jehož základě proběhla analýza. Výsledky jsou prezentovány formou grafu a tabulky. Analýza výsledků potvrdila první výzkumný předpoklad, že výuka je rozmanitá a zahrnuje různé styly učení. Zároveň byla zdůrazněna zajímavá zjištění, zejména skutečnost, že vizuální styl a auditivní styl se objevily jak j*ed*notlivě, tak ve vzájemné kombinaci těchto dvou stylů i ve vzájemné kombinaci všech tří stylů, naopak kinestetický styl se neobjevil v jiné než ve vzájemné kombinaci všech tří stylů. Prostřednictvím tabulky je zobrazeno trvání jednotlivých kategorií i poměr mezi trváním jednotlivých kategorií. V závěru kapitoly jsou potvzeny předpoklady o odlišné míře zahrnování jednotlivých stylů do učebních aktivit.

V kapitole věnující se výsledkům a jejich interpretaci jsou nejprve vyjádřeny podmínky a rozsah platnosti hypotéz. Výsledky jsou porovnávány s teorií o stylech učení zpracované v předchozí části práce. V souladu s existující teorií o vlivu shody mezi styly učení žáků a vyučovacím stylem učitele na dosahované výsledky i motivaci žáků jsou předloženy otázky pro další případný výzkum. Stejně tak jsou nastíněny i návrhy pro další možný výzkumný projekt týkající se této problematiky.

V závěru praktické části práce jsou na základě výsledků výzkumu předložena doporučení pro praxi, která vychází z pedagogické teorie zpracované v této bakalářské práci. Je zdůrazněna nutnost respektovat potřeby žáků s různými styly učení prostřednictvím rozmanité výuky, zejména nutnost více začlenit do učebních aktivit kinestetický styl. Pro konkrétní didaktické prostředky, které odpovídají potřebám

kinestetického typu žáků jsou čtenáři odkázáni na kapitolu 3.3., ve které je problematika detailně diskutována. Mimo jiné je vyzdvihováno i procvičování strategií, které nejsou ve shodě s dominantním stylem žáka, a tím vedou k upevnění jeho učebního stylu a lépe ho připravují na další vzdělávání.

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Appendices:

Appendix 1   Learning Styles Model by Rita Dunn and Kenneth Dunn (1993, p. 4)
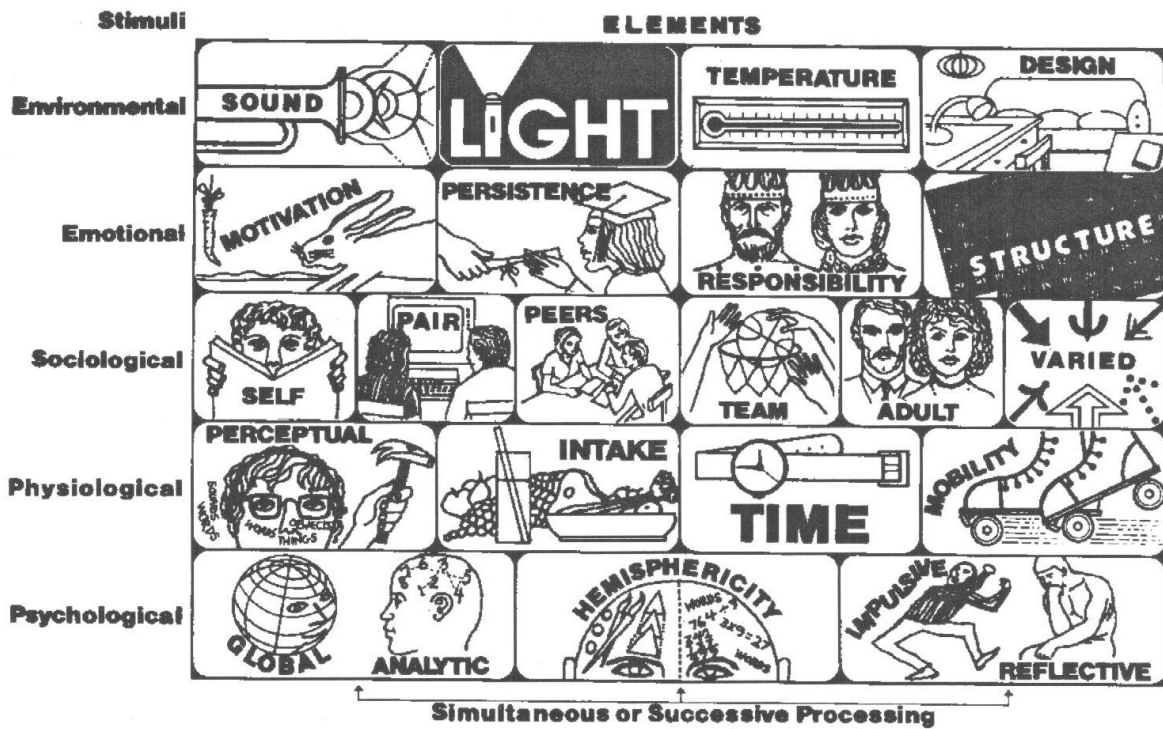
FIGURE 1–1   Learning Styles Model
Designed by Dr. Rita Dunn and Dr. Kenneth Dunn

Appendix 2   The Initial Form of the Observation Sheet

Class:

Teacher:

Date:

Time:

Observer:

Subject:

Activity	Teacher Actions	Time	Teaching Aids	Learner Actions	Time

Appendix 3 A Sample Record from the First Pilot Study

Class: 6B
Teacher: T2

Date: 25th NOVEMBER 2011
Time: 9:55 - 10:40

Observer: KATEŘINA VACHOVÁ
Subject: SENSORY LEARNING STYLES

Activity	Teacher Actions	Time	Teaching Aids	Learner Actions	Time
1. TRANSLATIONS → SENTENCES FOR TRANSLATION	-T GIVES ORAL INSTRUCTIONS - A / -T WRITES SENTENCES IN CZECH ON THE BOARD AND SIMULTANEOUSLY SAYS THEM ALOUD - VA	10:00-10:01 / 10:01-10:05	BLACKBOARD / EXERCISE BOOKS	-LS WRITE DOWN THE SENTENCES FOR TRANSLATION INTO EXERCISE BOOKS - V	10:01-10:05
→ TRANSLATING			EXERCISE BOOKS	-LS INDIVIDUALLY TRANSLATE THE SENTENCES IN THEIR EXERCISE BOOKS - V	10:05-10:09
→ FEEDBACK	-T READS THE SENTENCES WRITTEN BY L ALOUD AND PROVIDES ORAL FEEDBACK - CORRECTS MISTAKES ORALLY AND IN WRITING - VA	10:10-10:15	BLACKBOARD	-ONE L WRITES THE TRANSLATED SENTENCES ON THE BOARD, OTHER LS READ SILENTLY THE SENTENCES ON THE BOARD AND CHECK THEM/LISTEN TO THE CORRECTION MADE BY T AND SEE IT ON THE BOARD - VA	10:09-10:15
→ PRONUNCIATION (IMITATIONAL DRILLS)	-T PROVIDES MODEL FOR REPETITION AND EXPLAINS PRONUNCIATION - A	10:16-10:19	BLACKBOARD	-LS IMITATE T's PRONUNCIATION - A	10:16-10:19
2. DIALOGUES → LISTENING	-T GIVES ORAL INSTRUCTIONS - A	10:22-10:23	CD	-LS LISTEN TO THE DIALOGUE ON CD WITHOUT VISUAL SUPPORT - A	10:23-10:24
→ STRUCTURE OF THE DIALOGUES	-T GIVES ORAL INSTRUCTIONS - A / -T PRESENTS THE REQUIRED STRUCTURE OF THE DIALOGUES ORALLY WITH AN VISUAL SUPPORT OF STUDENTS BOOK - VA	10:24-10:25 / 10:25-10:28	STUDENTS BOOK		
→ PAIR WORK	-T PROVIDES INDIVIDUAL FEEDBACK DURING PAIR WORK ORALLY - A	10:29-10:33	STUDENTS BOOK	-LS MAKE DIALOGUES IN PAIRS WITH A VISUAL SUPPORT OF THE STRUCTURE OF THE DIALOGUE IN STUDENTS BOOK - VA	10:28-10:33
→ PRESENTATION	-T MAKES ORAL INTRODUCTION TO THE PRESENTATION OF THE DIALOGUES - A / -T PROVIDES ORAL FEEDBACK DURING THE PRESENTATION OF THE DIALOGUES - A	10:33-10:34 / 10:35-10:39		-INDIVIDUAL PAIRS PRESENT THEIR DIALOGUES AND OTHERS LISTEN (TO THEM)	10:35-10:39

Appendix 4   The Record from the Second Pilot Study

Class: Date: Observer: KATEŘINA VACHOVÁ
Teacher: PERFORMANCE 6   Time: Subject: SENSORY LEARNING STYLES
Aim: BY THE END OF THE LESSON, THE Ls WILL HAVE HAD PRACTICE IN FORMING QUESTIONS IN
PRESENT PERFECT TENSE, AND WILL BE ABLE TO APPLY THESE QUESTIONS TO ASK ABOUT SB's EXPERIENCE.

Activity	Time	Material Aids	Learner actions
1. GAME	3.-5.min		
(-RUNNING, BURSTING BALLOONS,		(BALLOONS) PIECES OF PAPER	ONE L FROM A GROUP RUNS, SMASHES A BALLOON AND TAKES
TAKING PIECES OF PAPER)			PIECES OF PAPER, RUNS BACK)
-PUTTING WORDS IN RIGHT ORDER		PIECES OF PAPER	THE WHOLE GROUP TOGETHER PUTS THE WORDS IN THE CORRECT
			ORDER TO CREATE MEANINGFUL QUESTIONS - VAK
-WRITING QUESTIONS ON PAPER		WORKSHEETS PIECES OF PAPER	Ls INDIVIDUALLY REWRITE THE CREATED QUESTIONS ON
			WORKSHEETS - V
2. CORRECTING SENTENCES	5.-7.min		
-READING QUESTIONS ALOUD		WORKSHEETS	Ls INDIVIDUALLY READ ALOUD THE QUESTIONS WRITTEN DOWN
			ON WORKSHEETS - VA
(-CORRECTION)			(Ls REACT TO T's SPOKEN FEEDBACK ORALLY - CORRECT THEMSELVES
			OR ARE CORRECTED BY T OR CLASSMATES ORALLY)
3. FILLING IN QUESTIONNAIRE	8.-10.min	CD	
-QUESTIONS FOR CLASSMATES		BACKGROUND MUSIC - A / WORKSHEETS	-Ls (MOVE AROUND AND) ASK CLASSMATES 3 QUESTIONS
			WRITTEN ON WORKSHEETS - VA
-FILLING IN QUESTIONNAIRE		CD WORKSHEETS	-Ls WRITE DOWN ANSWERS TO THE QUESTIONS -V
4. SUMMARIZING QUESTIONNAIRE	10-11.min		
-DECLARATIVE SENTENCES		WORKSHEETS	-Ls (COUNT POSITIVE AND NEGATIVE ANSWERS AND) WRITE
			DOWN DECLARATIVE SENTENCES - V
5. FEEDBACK ON ACT. 4	11-14min		
-READING SENTENCES ALOUD		WORKSHEETS	Ls INDIVIDUALLY READ ALOUD DECLARATIVE SENTENCES - VA
-CORRECTION			(Ls REACT TO T's SPOKEN FEEDBACK ORALLY - CORRECT
			THEMSELVES OR ARE CORRECTED BY T OR CLASSMATES ORALLY)
6. FORMING QUESTIONS	15.-16min	WORKSHEETS CD - BACKGROUND MUSIC - A	Ls WORK IN TEAM AND TOGETHER CREATE AND WRITE DOWN AS MANY QUESTIONS AS THEY CAN - VA
7. INQUIRING	16.-17min		
- QUESTIONS BY Ls		WORKSHEETS	Ls ASK T QUESTIONS WRITTEN DOWN IN ACTIVITY 6. - VA
			(Ls REACT TO T's SPOKEN FEEDBACK, CORRECT THEMSELVES
			OR ARE CORRECTED BY T OR CLASSMATES ORALLY)
- ANSWERS BY T			Ls LISTEN TO T's ANSWERS - A

Appendix 5   A Sample Record from the Research

Class: 7A
Date: 16th MARCH 2012
Observer: KATEŘINA VACHOVÁ
Teacher: T5
Time: 8:50 - 9:35
Subject: SENSORY LEARNING STYLES
Aim: BY THE END OF THE LESSON, THE Ls WILL HAVE REVISED BASIC VOCABULARY OF HUMAN BODY AND WILL BE ABLE TO APPLY THEM TO DESCRIBE SB's BODY.

Activity	Time	Material Aids	Learner actions
1. READING	8.54-9.05	STUDENT'S BOOK	
- READING ALOUD			ONE L READS AN ARTICLE FROM STUDENT'S BOOK ALOUD, OTHERS LISTEN TO THE READING AND SIMULTANEOUSLY READ IT SILENTLY IN THEIR STUDENT'S BOOKS, AFTER
- TRANSLATION			EACH PARAGRAPH ONE L TRANSLATES IT ALOUD (L₂→L₁) OTHERS LISTEN TO HIS/HER TRANSLATION AND AT THE SAME TIME LOOK AT THE TEXT IN THEIR STUDENT'S BOOKS - VA
2. VOCABULARY			
- VIDEO	9.06-9.09	IWB	Ls LOOK AT PICTURES OF PARTS OF THE BODY, LISTEN TO THE VOCABULARY AND REPEAT IT ALOUD - VA
- PICTURES	9.10-9.14	WORKSHEETS WITH PICTURES	Ls WORK INDIVIDUALLY AND NAME PICTURES OF PARTS OF THE BODY IN WRITING - V
- FEEDBACK	9.14-15		Ls INDIVIDUALLY READ THE VOCABULARY ALOUD TO CHECK IT - VA
- PAIR WORK	9.16-9.20		Ls WORK IN PAIRS, ONE L NAMES A PART OF THE BODY AND THE OTHER TOUCH IT - AFTER EACH WORD THEY CHANGE THE ROLES - VAK
3. WRITING			
- DESCRIPTION	9.21-9.23	EXERCISE BOOKS	Ls INDIVIDUALLY WRITE 4-5 SENTENCES DESCRIBING THEIR FRIEND INTO EXERCISE BOOKS - V
- READING SENTENCES ALOUD	9.24-9.25	EXERCISE BOOKS	Ls INDIVIDUALLY READ THE SENTENCES THEY WROTE ALOUD, OTHERS ARE LISTENING TO THEM, LOOK AT THEIR CLASSMATES AND GUESS WHO IS BEING DESCRIBED - VA
4. GRAMMAR			
- PRESENTATION	9.25-9.30	IWB - EXPLANATION AID	Ls ARE EXPLAINED THE GRAMMATICAL RULES OF SOME AND ANY ORALLY AND AT THE SAME TIME THEY CAN SEE THE OUTLINE OF THE RULES ON THE BOARD - VA
- FILLING IN	9.30-9.33	WORKBOOK	Ls INDIVIDUALLY FILL IN SOME OR ANY INTO THE SENTENCES IN WORKBOOKS
- FEEDBACK	9.33-9.35	WORKBOOK	Ls INDIVIDUALLY READ THE SENTENCES THEY FILLED IN ALOUD, OTHERS ARE LISTENING TO THEM AND SIMULTANEOUSLY READ IT SILENTLY IN THEIR WORKBOOKS TO CHECK IT - VA

Appendix 6 The Summary Sheet for the Duration of Categories

T1– lesson 1

1	A
2	A
4	A
5	VA
7	V
4	VA
2	V
1	VA
1	A
1	A
1	A
3	VA
5	VA
1	VA

T1– lesson 2

2	A
1	VA
6	VA
2	VA
1	VA
5	VA
5	VA
2	VA
3	VA
1	A
3	VA
1	A
4	A
1	A
2	VA

T1- lesson 3

9	V
1	A
2	A
1	A
3	VA
4	V
1	V
6	VA
5	VA
6	A
3	VA
4	A

T1-lesson 4

6	A
2	A
2	VA
10	A
2	A
1	A
1	VA
2	V
3	VA
2	VA
2	A
2	VA
5	A

T1- lesson 5

2	VA
2	A
1	A
6	VA
9	VA
5	VA
2	A
4	A
8	A

T2- lesson 1

13	V
2	A
5	VA
8	VA

T2- lesson 2

7	V
7	VA
4	V
3	VA

T2- lesson 3

1	V
2	V
3	A
1	A
1	A
16	VA

T2- lesson 4

10	V
5	VA
1	A
3	V
4	VA
3	V

T2- lesson 5

6	A
1	A
3	V
2	VA
5	A
5	VA
5	VA

T3– lesson 1

2	A
3	A
2	A
5	A
4	VA
1	A
2	V
6	V
2	A
2	VA
3	V
1	VA
3	VA
4	A

T3- lesson 2

2	A
1	A
2	A
1	A
4	A
1	VA
3	V
2	VA
4	V
6	VA
3	V
1	VA
10	VAK

T3- lesson 3

7	V
3	A
2	VA
4	VA
1	VA
7	VA
7	V

T3- lesson 4

2	A
3	A
5	VA
4	VA
13	VA
6	VA
6	VA

T3- lesson 5

6	V
3	A
1	VA
8	V
2	VA
5	VA
6	VA

T4– lesson 1

10	A
7	VA
8	VA
2	VA

T4– lesson 2

17	VA
1	A
5	A
8	VA
1	VA
2	A

T4– lesson 3

15	VA
5	A
5	VA
5	A

T4– lesson 4

10	A
5	A
4	A
4	VA
2	VA
8	A

T4– lesson 5

2	A
17	A
8	VA
9	VA

T5- lesson 1

5	VA
6	A
2	VA
4	VA
4	VA
15	V

T5– lesson

1	VA
4	VA
4	VA
1	VA
6	A
5	A
1	V
4	VA
4	V
3	A
1	A

T5– lesson 3

11	VA
3	VA
4	V
1	VA
4	VAK
2	V
1	VA
5	VA
3	V
2	VA

T5– lesson 4

12	VA
5	VA
6	A
3	A
1	V
4	A
2	A
5	V

T5– lesson 5

20	VA
6	A
3	VA
2	V
1	VA
2	V
1	A
2	V
2	VA