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## **QUALIFICATION PAPER**

On theme: Addressing Learning Styles to English classes.

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the 4th course group

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## **Abstract**

The topic of the study was “Addressing Learning styles to English classes”, the aim of which was intended to variegate students’ potential abilities and increase their knowledge in the sphere of English by using variety activities concerned their learning styles.

The study which lasted two months gave such an opportunity to the researcher where she could explore and examine the importance of learning styles in learning English language. Moreover, the researcher kicked off with the point that using such activities can increase not only knowledge but that friendly and joyful atmosphere in the classroom. The researcher utilized different materials, methods, resources in her research, and examined studies of different scientists and linguists concerned learning styles and its effectiveness.

The researcher detected and even designed various activities by herself which were connected to the students’ learning styles, and the goals of which contained to get such high results which she was expecting. Therefore data which was collected by the researcher was successfully completed and it showed significance of learning styles in English classes.

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## **1. Statement of intent**

“We all have our own learning styles, and Waterford, because it is multidimensional, helps to tune in and to key in on the student’s learning style.” (Gloria B. McCoy.”Learning Styles” NY 2009)

Learning styles describe different ways of learning. Individuals can better interact with, take in, and process information that is presented to them in a certain way. All human beings are different from each other, not only in look but in personality either. So that their way of learning exact things are undoubtedly related to their own personality. In learning English language learners’ styles and their autonomy all are should cope and fid each other, because non process of learning can be successful without taking into consideration learners ability to cope everything in an appropriate way. Consequently, our government is being paid attention to the learners of foreign languages.

The thing how I become interested in this topic is that there’re a lot of students, learners who get the information and understand them in different ways, but do they actually know under the which styles they’re easily coping everything? Obviously, it concerns certain conditions. The main aim of the research is to explore each style of learning certain language, its autonomy and connection with learner’s psychology, by making them aware of their styles and help them to detect those abilities which are hidden inside the learners.

By writing this qualification paper, I’m going to define some useful hints for learners and analyze some problems which concern with their capability of certain languages. When I was practicing with different students in our university I struggled to define their way of getting the dates, because each student understands the topics in his or her own way. Especially it was exactly visible while they’re doing a certain activity. According to these views I came to

that mind that I need to work on these issues in order to make everything clear not only for myself but for the learners either.

As we all know that process of learning is a fluid concept that includes how culture, gender, intelligence preference, and learning style might influence how a student approaches learning. At the same time learning is connected with the learner's brain, its process of receiving and sending the messages, even by psychological side we can see that all styles are skeptically come from the learners' psyches, how they ponder about all the stuffs.

My expectations from this qualification paper are achieving all my goals which I put in front of myself, getting the essential hints, approaching to the whole meaning of the styles, discovering something new by exploring these varied styles of autonomous learning and being able to give such material for teachers and student which will help them differentiate their styles and by working on them they'll improve their skills and knowledge.

## **2. Literature Review**

### **2.1 What concerns the Learning Style?**

Every individual deduces how he or she performs better under the custody of one instructor versus another in the exact same subject. For this question the answer could lie in that way, how the instructor presents necessary information, data, facts and depends on the type of learning style that best meets learner's needs. Every learner has completely different learning styles and learns better through different means. Some learners have probably noticed that when they are in a process of learning something new they mainly prefer to learn by listening to someone talk to them about essential information. Or some of them perhaps keen on reading about a concept to learn it, or they're probably prefer see any kind of demonstration. Again it concerns learners' need and wish. All learning styles can be defined, classified, and even identified in many different ways. In general, they are such kind of patterns which provide direction and way to learning and at the same time teaching. Learning styles can also be illustrated as a set of factors, behaviors, and attitudes that promote learning for an individual in a certain condition and situation. (Ch. Verster 2010)

All these styles skeptically influence how students learn and get all information, how teachers provide the data and teach them, and how the two interact with each other. Each person is born with certain propensity toward particular styles, but these biological or inherited characteristics are impacted firstly by culture of every individual's nation, personal experiences, maturity level, and development. (R.M. Felder 1994)

Style can be considered a "contextual" alternative or construct because what the learner brings to the learning experience is as much a part of the context as are the significant features of the experience itself. Each human being has clear and consecutive preferred ways of understanding something, organizing and

grasping it. These learning styles are peculiarities of cognitive, affective, and physiological behaviors that maintain as pretty good indicators of how learners take in, interact with, and respond to the learning environment. Students learn differently from each other and it has been determined that the structure of brain influences language structure acquisition. It has been widely clear that various hemispheres of the brain contain different perception prospectus. Some researchers and scientists assert that several types of scarce cells present in some brains and at the same time they are not present in others.

Learning styles refer to the variations in learner's ability to scratch up the information as well as assimilate it. Each individual may possess a single style or could have a combination of verity learning styles. In most cases, the main peculiarities of learning styles can even be observed at a young age learners. (G.N. Felder, & E.J. Dietz 87. 1998)

Understanding the exact learning style and how to best cope the needs of that learning style is essential to acting better in the classroom. Once learners have unlocked their learning styles and explored the best methods for supporting them to learn through that style, they may be surprised to detect just how well they can flourish in the classroom, even in subjects that they recently found difficult.

## **2.2 A brief history of individual differences.**

While emphasizing the individual learning styles it becomes clear that it is not a new idea. As early as 334 BC, Aristotle claimed that each young individual is born with a certain abilities and skills and he observed the individual differences in young children.

In the past, investigation was mainly focused on the connection between memory and oral or visual methods. At the beginning of 1904, Alfred Binet, a

great French psychologist, examined the first intelligence test, which raised interest in individual differences. After this discovery, there were first steps for exploring learning styles. In 1907, Dr. Maria Montessori, who was the inventor of the Montessori method of education, began utilizing materials to strengthen the learning styles of her students. Dr. Montessori justified that learners do not demonstrate excellence of subjects through different kind of tasks like multiple-choice answer sheet, but through their actions. (M. Montessori. 1907)

In the early 1900's, variety theories and classifications for individual differences were developed and these theories concentrated especially on learners' psyches. How does psyche of learner's interact with brain and so on, but later these discoveries showed that in learning styles student's IQ and academic achievement is undoubtedly connected with the process of working of their brain. At the end of the 1900's, however, there has been a reformed interest in learning styles scientists, psychologists and many educators tried to apply the results within the classroom.

"Every man is in certain respects (a) like all other men, (b) like some other men, (c) like no other man". (H.A. Murray & C. Kluckhohn 1953)

In order to make everyone clear about the theory of learning styles scientists and researchers devised and examined the history of individual differences or individualities, so that we can say that the individual difference could be a basis of today's concept of learning style.

According to Melissa Kelly's article from the history, attention to learning styles were great and individual differences had been explored thousands of years before the birth of Christ. Some inventors at that time described the study of artifacts from the Mayan Indians of Southern Mexico and Central America which illustrate that people who lived thousands of years ago had various interests and talents. Some of them were into painting, others focused on tribal



customs, half of them became protectors of villages, others began work on mathematics, agriculture, architecture, and even did some work on historical records. During those times, there was a proof of a direct relationship between a person's talents and his or her learning style and example for these are earthenware designs and even tomb drawings point out a keen visual sense. Furthermore, some documents of other civilizations give facts about people's differences. While looking at Iroquois Indian tradition, there for children were given two names: a task name and a learning name, at the same time in another part of the world, there were some adaptation or let's say alteration based on individual differences, in the ancient Hebrew was written "Haggadah of Passover", which states about differences between people because each represents his or her own knowledge through individual thought and reason. (M. Kelly 2008)

Hippocrates also categorized human characteristics by psychological side into four groups, according to the personality characteristics – sanguine, choleric, melancholy or phlegmatic personalities. The criteria make everything clear that psychology and different learning styles are connected, because learning depends on learners' personality. Even Paul and Peter, two of Christ's disciples wrote in the New Testament about "gifts differing" and "God-given gifts" which make each individual suited for a particular occupation, as they suggested people to pay attention to their natural talents and choose such work in keeping with their strengths. All sources emphasize that on learning and arts, and even the first universities appeared with differentiation of students, only later humanism came with the importance of a person's behavior and with interest, attention on people in art, literature, science, architecture and language and from these forms of expressions it might be clear that counted fields emphasized the individual personality. In the beginning of 1960s appeared the most gripping ideas and facts on the identification of those features that affected how children

and adults learn, after that these came to be called cognitive styles and later they've been developed as the concept of individual learning style.

### **2.3 Definitions of learning styles and approaches**

According to J. Mareš "...a learning style is not registered in a particular step but it is recognizable from a wider range, it is perceptible in many repetitive activities during the various learning strategies, and it is noticeable in longer period in various social and context learning." (J. Mares. 65, 1998)

Variety definitions of learning style have been illustrated and only several approaches to learning styles have been explored yet and any kind of sources often mention very similar even the same information and interpretations of learning styles. On the other hand there are a lot of different descriptions which express learning styles in a completely different way.

While introducing some of them and making a comparison of some these approaches researchers were deliberating on their issues a lot, only later it became clear that learning styles are clarify different approaches or ways of learning. That might be the typical definition but unfortunately it did not express precisely what the researchers need to, even Felder and Henriques (1995) explained the notion of learning style as the ways in which an individual in a certain condition obtains, retains and restores data. According to M. Kelly, they define several options of learning style thought to be partially relevant to foreign and second language education, ways in which certain learning styles are proved by the teaching styles of most language teachers, and reformed steps to address the educational needs of all students in foreign language classes. Mentioned researchers Felder and Henriques summarized by showing that students learn in many different ways – by observing, by hearing which is sometimes called modality model, by acting that is in some books named as model of behavior or even exposing with time, deducing logically and intuitively which is skeptically

connected with the way how any individual receive information, memorize it and visulate in his or her mind. (M. Kelly 2008.)

A learning style mainly could be described as a student's consistent spheres of responding to and utilizing stimuli in the context of learning and with the help of this explanation scientists deals with a biological point of view and Keefe, another scientist and researcher who made discovers in this field also defined learning styles as some factors which can deal with three main characteristics as other researchers detected cognitive, affective, and physiological factors that express the relation of individual with his or her interests and abilities of how a learner receives, interacts with, and responds to. (Keefe, 1925)

There're other inventers who defined some essential theories after making some thorough experiments, they are Stewart and Felicetti who identified learning styles as such educational environments under which a learner is most likely to learn. Those learning styles which have been discussed are not really concerned with what learners learn, but rather how they prefer to learn and those materials which were shown above basically indicates that there is wide range of the concept of learning styles, however there is disagreement on how to best measure learning styles.(Cofield ed.2004)

Learning styles are such tough points that help every learner to investigate the different forms of mental representations. However, they're not well enough describe of what people are or are not like. No one should divide the whole population into a set of categories, like to visual and auditory learners. What these various spheres attempt to do is to switch a person on some points which are similar to measuring height or weight. In other words, it's prohibited to pigeonhole people as they are all capable of learning under almost any style, even no matter what their preference is. It has been clear from the information below that there are variety differences in identifying the learning styles and exploring something new. Therefore, there are a lot of items, hints and ideas

how to select the learning styles and each educator could detect which one will fit the best to him or his students. "Learning styles have been intensively discussed in the educational psychology literature and specifically in the context of language learning by Oxford and her colleagues and over 30 learning styles assessment instruments have been developed in the past three decades." (Felder &Henriques, 21, 1995.) Nowadays perhaps the most often used and obtainable for all users as well as for teachers is The Index of Learning Styles an on-line web site used to assess suitability on four dimensions active/reflective, sensing/intuitive, visual/verbal, and sequential/global of a learning style model which was estimated by Richard M. Felder and Linda K. Silverman. But there're sources which can easily prove that individuals perceive and process in a completely different ways. Such learning styles' theory shows that how much single individual learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are smart enough. In fact, teachers should not ask, "Is this student smart enough?" but rather "How is this student smart?" These are a bit crucial and challenging questions for each teacher to explore how is the student smart because it could definitely change everything in a process of learning. Therefore, this point of view seems to be very significant for different educational purposes. (Felder & Silverman, 84. 1996)

As the research shows these learning styles' theory is mainly based on how well learners will psychologically demonstrate everything and get into a process. Skeptically it takes in consideration the result of heredity, upbringing, and especially current environmental demands. It declares that even these two individuals have a great tendency to both perceive and process information in different way, and the main scientist who discover some teaching hints is Ellis, and she describes the learning style in a very similar way, as the more or less

consistent way in which a person perceives, conceptualizes, organizes and recalls information. (Ellis 1985)

As it has been understood from the previous ideas, the learning styles and approaches to them is one of the most monitored and investigated terms of modern language teaching.

## **2.4 Different learning styles models**

### **2.4.1 The Myers-Briggs type indicator (MBTI)**

This kind of model classifies students by taking into consideration their preferences on scales which were derived from psychologist Carl Jung's theory of psychological types. One of the great linguists Felder and Henriques address that psychologist Jung introduced sensation and intuition as two different ways in which people tend to get the world. Those different ways in which learners, mainly sensors and intuitors approach learning have been clarified in MBTI. As it's written there that students may be:

- extraverts
- introverts
- sensors
- intuitors
- thinkers
- feelers
- judgers
- perceivers

### **Extroversion versus Introversion**

These two preferences point to the sources where the individual draws his energy from. Extroverts tend to enjoy social interaction with other students; they

like to share their ideas and like to work by trial and error. They might be sometimes too quick to react and their response might not be always right. They enjoy activities where they can get involved. They get discouraged and bored with slow jobs. On the other hand introverts draw their energy from their inner world of ideas or concepts. Introvert students often choose to work alone or in a pair. They need some time for reflection to make sure they understand the concept before they start working on a task. They like to work only on one task at a time and at their own pace. They perform better in written assignments than in oral presentations.

### **Sensing versus Intuition**

The second category describes a way person receives and analyses data from the environment. A sensing person receives data primarily from five senses (sight, hearing, taste, smell, touch). Such students are usually detail oriented, seek facts and are interested in their practical implementation. Sensing people choose traditional ways of solving a task. They seldom use imagination. In class setting sensing students prefer organized, linear, and structured instruction (Clark 2000). Routine is welcomed. Intuitive preference is sometimes called “sixth sense”. Intuitive students are able to see relationships, patterns where others see only randomness (Lawrence 1993). These students learn best by discovery learning where they are asked to uncover general principles. In contrast to sensing students, they become restless with routines, are more imaginative then observant and dislike precise work with many details.

### **Thinking versus Feeling**

The following set of preferences is based on rational functions which reflect the way we judge and evaluate things (Clark, 2000). Thinking students make impersonal decision based on an analysis of the situation, logic and principle. They are thinking in terms of “true or false”. People with such preferences try to be fair, impersonal and impartial. However, sometimes they may hurt other

people's feelings even without knowing it. Facts and theories are important for them. Feeling students take into account human values when making a decision. Their decisions tend to be based on how they might affect other people. Feeling students like working in groups where they feel comfortable. They try to avoid conflicts and seek harmony. They are motivated by others.

### **Judging versus Perceptive**

The last scale shows how people relate to the world around them. A judging person likes order and structure. He likes to follow a plan and feels uncomfortable in unpredictable environment. He is organized, systematic and self - regimented (Clark 2000). Judging students always submit their work on time. Once they start to work on assignments they do not take a long time to complete the task. Perceptive people are spontaneous, adaptable and flexible. They do not like to plan but they tend to make decisions based upon immediate circumstances. They may start many tasks but have difficulty in completing them.

The MBTI type preferences can be assembled to form 16 different learning style types. For instance, one student may be an ESTJ like (extravert, sensor, thinker, perceiver) and another one may be an INFJ (introvert, intuitor, feeler, judge). This type of identifying learning style has been presented by the theory of extraversion and introversion. (R.M. Felder & E.J. Dietz, 91. 2002)

During the 1900s, Carl Jung established a field of discovering distinct personality patterns. At those times a lot of theorists have broken these patterns into several categories by making them easier to understand. Carl Jung was a contemporary of Sigmund Freud and a leading exponent of Gestalt personality theory. Psychologist Jung developed a ground-breaking personality theory that introduced two attitudes - extraversion and introversion in 1933. It was the first pair of psychological preferences. These terms used by C.G. Jung to explain

variety attitudes of people used to direct their energy. Social interaction looks at likely attitudes, habits, and strategies learners will take toward their work and how they engage with their peers when they learn. We all know that some learners are independent, dependent, collaborative, competitive, participant, and avoidant, so that they best interact through this ways. (C.G Jung 1934)

### **2.4.2 Kolb's Learning Style Model**

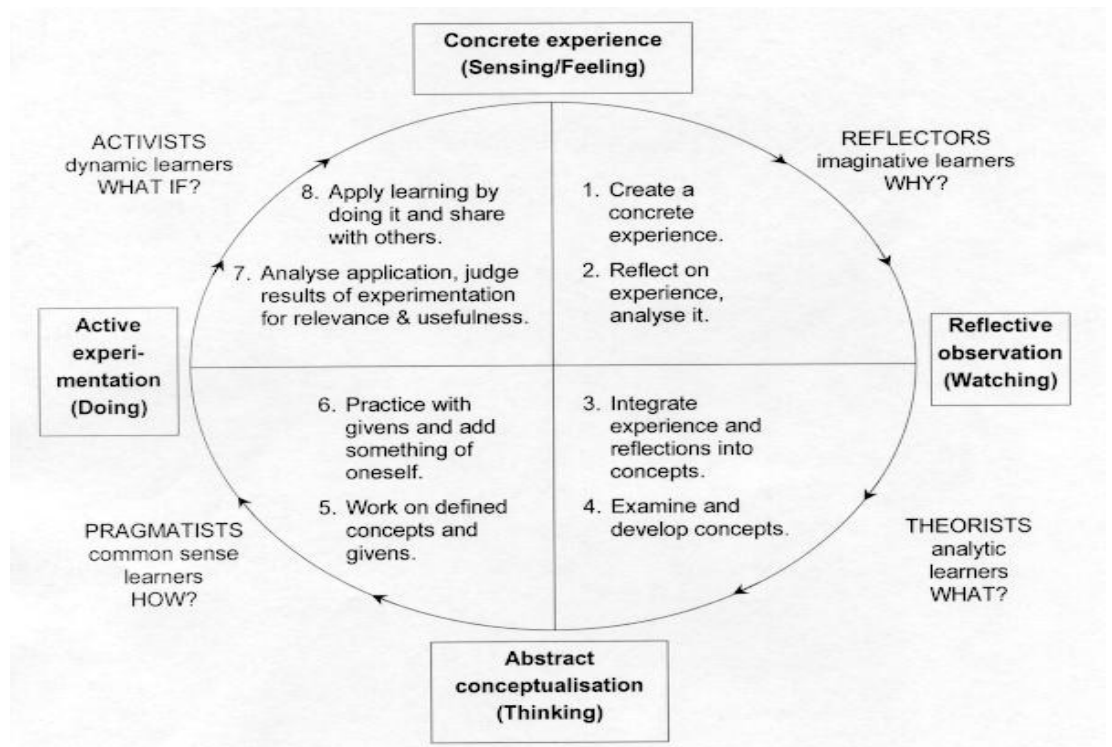
According to Kolb "Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it." (Kolb 56. 1976)

He emphasized that the whole mental process by which received information is wrapped into knowledge can be divided into two categories: active experimentation and reflective observation. Kolb's learning theory sets out four main learning styles, which are based on a four-stage learning cycle. Because of these ideological strategies, Kolb's model differs from other theories since it offers both a way to understand individual learning styles, which he named the Learning Styles Inventory (LSI), and also an explanation of a cycle of Experiential learning that applies to all learners.

Kolb follows four main type of learning:

- Exact experience and the question is “What is it?”
- Reflective observation with “What does it mean?” question
- Abstract conceptualization and question is “What follows on?”
- Active experimentation with “What.....if...?” “How does it function?” questions.





**Kolb's Learning Circle (Kolb, 1984).**

According to Kolb's outlook one of the effective learning happens when all four ways of learning are used all together, although an individual often prefers one of them. Moreover, he supported the fact that one of the most important descriptive models of the adult learning process and he developed the cyclical model of learning. This cycle illustrates that there are these four stages which follow from each other.

This Kolb's model classifies students according to their:

- 1) Concrete experience or abstract conceptualization
- 2) Active experimentation or reflective. The four types of learners in this classification scheme are:

Type 1: Concrete - reflective. As it was mentioned above this type mainly characterize question of this learning type is "Why?". In this Type 1 learners respond easily well to explanations of how course material effects to their

experience, their interests, and their future careers. To be effective with Type 1 students, the instructors, teachers' mission contains to be a motivator s.

Type 2: Abstract - Reflective. The main characteristic question of this learning type is "What?" Type 2 learners respond to information presented in an organized, logically fashioned and possibly benefit if they have time for reflection. To make them more effective, the instructor should function as an ideal person.

Type 3: Abstract - Active. A characteristic question of this learning type is "How?" Type 3 learners respond to having opportunities to work actively on well-defined tasks and to learn by doing at the same time mistakes and working on them. In order to make these learners feel free and make them to believe in themselves the educators should function as a coach, providing guided practice and feedback.

Type 4: Concrete - Active. That featured question of this learning type is "What if?" Type 4 learners like to interact with course material in new situations to solve real problems. To be good at this type and do the best, the instructor should stay out of the way of learners, by maximizing opportunities for the students to discover new things for themselves. (Kolb 1981)

It's a good condition to mention a model expressing the active and reflective learners because this type of model will be examined in practical part of the learning process via the questionnaire too. Active learners used to understand information best by doing something active with it- discussing or solving it or explaining it to others. On the other hand reflective learners prefer to ponder about it quietly first. They tempt to work in a group more than reflective learners, who prefer working alone. Sitting in the lectures without doing anything physical but only take notes is complicated for both learning types, but partially hard for active learners.

As some linguists say: “Everybody is active sometimes and reflective sometimes. Every individual’s preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If the learners always act before reflecting they can jump into things prematurely and get into trouble, while if they spend too much time reflecting learners may never get anything done.” (Cofield ed. 2004)

### **2.4.3 Felder-Silverman Learning Style Model**

In 1988, Richard Felder and Linda Silverman made a learning style model which is designed to capture the most important learning style differences among engineering learners and provide a good condition for engineering instructors to formulate a teaching approach that addresses the learning needs of all students.

This model selects students in these dimensions:

- Sensing learners
- Intuitive learners
- Visual learners
- Verbal learners
- Active learners
- Reflective learners
- Sequential learners
- Global learners.

Felder & Spurlin explain that each of these stages has the similarities in other learning style models: the active - reflective dimension is parallel to the learning style of Kolb and the active and reflective learner is partially related to extrovert and introvert of the MBTI styles. The sensing - intuitive dimension is taken

directly from the MBTI and may have a connection to the concrete - abstract dimension of Kolb's model. For instance the Active - Reflective and Visual - Verbal dimensions have some analogues in Visual - Auditory - Kinesthetic formulation of modality and neuro-linguistic programming and Visual - Verbal is also has a connection to cognitive studies.

The sequential - global strategy has many analogues, therefore this could also be named as left - right brain dominant, Atomistic – Holistic or Analytic - Hierarchical and Auditory - Sequential, Visual - Spatial.

Sensory Intuitive	<b>PERCEPTION</b>	Concrete Abstract	<b>CONTENT</b>
Visual Auditory	<b>INPUT</b>	Visual Verbal	<b>PRESENTATION</b>
Inductive Deductive	<b>ORGANIZATION</b>	Inductive Deductive	<b>ORGANIZATION</b>
Active reflective	<b>PROCESSING</b>	Active Passive	<b>STUDENT PARTICIPATION</b>
Sequential Global	<b>UNDERSTANDING</b>	Sequential Global	<b>PERSPECTIVE</b>

#### 2.4.4 Visual, Auditory, Kinesthetic, Tactile

In order to make everything easy to cope and understand how to move from passive to active learning, it is essential to understand the different types of learners. There are four primary learning styles: visual, auditory, read-write, and kinesthetic. People learn utilizing a variety of these methods, but one method is

usually predominant for each individual learner. Similarity with the characteristics of each learning style and associated strategies allows all learners to address the needs of each type of them. (S. Hastings. 2014)

According to psychologist Steve Andreas there are variety ways how to determine a student's learning style. It's better to start with neurolinguistic programming (NLP). It had been discovered in the mid-seventies by a linguist Grinder and a mathematician R. Bandler who had strong interests in successful people, psychology, language and computer programming. NLP claims to make people such conditions in where they'll be able to work on programming their brains. NLP express that each of learner has a Primary Representational System (PRS), such tendency to deduce in specific modes: visual, auditory, kinesthetic, olfactory or gustatory. (S. Andreas 2007)

I think the more you want to become more and more creative you have to not only elicit other peoples' strategies and replicate them yourself, but also modify others' strategies and have a strategy that creates new creativity strategies based on as many wonderful states as you can design for yourself. Therefore, in a way, the entire field of NLP is a creative tool, because I wanted to create something new. (R. Bandler 24. 1981)

Bandler's Institute has also emphasized about NLP that the neuro-Linguistic Programming is defined as the study and this programming was specifically explored in order to allow all learners to do magic by creating new ways of understanding how verbal and non-verbal communication impact on the human brain. It illustrates and gives such chance for all learners the opportunity to not only communicate better with others, but also learn how to gain more control over what learners considered to be automatic functions of our own neurology. (Bandler V1. 1981)

The next type which is being discussed later in a qualification paper is **VAK** (Visual, Auditory and Kinesthetic) seems to be the most popular model nowadays. It is more of a preference, rather than a style. Learners use all three types to receive and learn new information and experiences. However, according to the VAK or modality theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task. The VAK typology uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style. It is sometimes known as VAKT (Visual, Auditory, Kinesthetic, & Tactile) or VAKOG (Visual, Auditory, Kinesthetic, Olfactory, Gustatory). (J. Duncan & L. Szmuch 4. 1995)

However, all learners use these four modalities to receive and learn new information, to be aware of authentic materials and experience them, but each learner uses them to a different degree. Nevertheless, according to the VAKT or modality theory, one or two of these receiving styles is normally dominant and with the help of this dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always be the same for some tasks even the learner may prefer one style of learning for one task, and a combination of others for different tasks. While exploring exact definition for this VAKT type it's better to illustrate all theories combining in one.

**Auditory** learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said.

**Visual** learners have two sub-channels - linguistic and spatial. Learners who are visual-linguistic like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings.

**Kinesthetic** learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first). They typically use color highlighters and take notes by drawing pictures or diagrams. Within the kinesthetic learning style, there is also a sub-category known as interactive learning, and these learners frequently find that they lose attention easily, like kinesthetic learners they tend to become distracted or bored very easily within lectures. These learners often learn best when they are in situations in which they can actually perform or do something, because they must re-write notes in their own words in order to recall relevant facts.

**Tactile** learners are about 5% of the population in the world. The tactile learning style refers to the ability to absorb information best by experiencing, touching, doing and being active in some manner. Learners who are expected in this category prefer situations which are hands-on and which provide them with the opportunity to assemble parts and take part in a physical activity, and these learners tend to be touchers or feelers. They process information through the sense of touch, such as by feeling shapes and textures, especially while they may

take a lot of notes or doodle while attending lectures or even while simply thinking something through, often they will not refer to the notes again. In most cases hands-on learning activities are usually the best method for this type of learner, such as lab work, touching, feeling and tasting. (R. Jane & N. Susan, 1997)

As a conclusion I want to emphasize that since I've explored all these learning styles models I came to that mind that those Styles which were discovered and proved by many scientists are similar and precisely connected with each other. All these linguists and scientists examined Learning Styles in their own ways, if Carl Jung claimed that every individual's social interactions looks like with his or her abilities and hobbies, at the same time we can see that in MBTI (Myers Briggs Type Indicator) type the same theory is proved. Obviously these attitudes towards social interactions are considered to be true, from my point of view I think that we are all precisely interact with that position which we are right now, how we feel and react to the other objects which are surrounded us.

Furthermore, Felder and Silverman after examining some theories made their own dimensions which are precisely connected with Kolb's learning styles, and example to this might be, the Active - Reflective dimension is similar with Kolb's styles and even this very style is partially related to extrovert and introvert of the MBTI styles. The point which I want to highlight is that no matter which style are you going to explore, all of them are partially related to each other and the main difference is the time, that exact period of time when one scientists discover one exact Learning Styles, and under these tendencies others did their own research and made their Learning styles by relying on their own background knowledge. I'm totally agree with all these theories and models, because while looking through them all it becomes clear that Learning styles analyzed by human's psyches, the way of how does this person feel and



think can impact to his or her attitude towards some tendencies. Therefore those who want to do their best have to rely on these styles and showed to everyone what they can do.

### **3. Research Plan**

#### **3.1 Statement of purpose**

The main purpose of addressing Learning styles in English classes is precisely connected with the understanding the language itself. Obviously, English is an international - “Global language”, because this language is used in international relations, politics, business, science, education, technology, tourism and even all our major aspects contain such ability of knowing this language. Therefore there're a lot of reasons why do all people need to know English. However to learn English language takes much time, strong desire and for sure motivation. As for motivation, it has to be created in the class and its teacher's responsibility to take an interest of learners. In order to speculate students' attention teachers' best way is Learning Styles, with the help of these Styles students will interact easily by getting their attention and motivating them teachers and at the same time learners will gain their goals.

Different Learning Styles help to students to learn the language effectively, with the full of joy and interest, for sure if someone has an interest that person will do everything in order to achieve everything which he put in front of himself.

The research intended to show how do the Learning Styles impact on students while learning English language and to what extent the distribution of learning activities and teaching techniques used during English language instruction corresponds with the distribution of learning styles of the students.

**The main goals** of the research were to observe under which tendencies do students interact best, their progress in learning and capacity of gaining the knowledge with the help of different activities which are related to their learning styles.

**The objectives** of the research were to develop and prove that with the help of the learning styles all learners will do their best while studying and show high results in their midterms and finals.

Besides that, while doing a research everyone appears some questions to what the researcher has to detect some reliable answers.

The researcher will probably come up with the following **questions**:

1. What are learning styles and why do we need them?
2. What are the benefits of learning styles?
3. Why do teachers need to use activities concerned learning styles in their classes?
4. Which learning style is preferred the most by students?

During the research I'm going to find answers to these questions above, by giving clear respond relying on the facts which will be provided in my research plan.

**Hypotheses** of the study are to prove that addressing learning styles in English class are the most effective way of improving the language, with the help of what everyone can makes a progress in each sphere of English language, the benefits of which concerns obtaining a career that may require English proficiency.

## **3.2 Method**

### **3.2.1 Research methods**

In this current part of the research the researcher is going to analyze and even make some comparison from the primary research, which were done in literature review of the qualification paper. As it had been explored already about some theories of scientists, the researcher made an experiment on some groups in order to see the results with evidences.

After contemplating a lot the researcher came to that mind that it's essential to detect two groups and by making a comparison to analyze whether those statements and theories were right or wrong. The researcher decided to use some questioners and tests for these groups.

The main purpose of research methods contained to identify whether these materials would be useful or not, whether they would give those results which were expected by the researcher or not.

The reasons of using the researcher methods are to prove that with the help of such variety questioners of identifying learners' learning styles is the most essential part in teaching and at the same time learning any kind of language, because by knowing what the learners keen on doing, teachers can make some changes in schedule in order to improve his or her learners knowledge.

### **3.2.2 The Subject**

This study was undertaken to investigate the distribution of the prevailing learning styles of students at the Uzbek World Languages University. For my research I've chosen to teach 2 groups of second year in order to make a comparison between their progress of getting the information and improving knowledge.

They all have been studying the group of the Uzbek auditorium and of the same age category (19- 20 years old). Majority of the students had had been learning English since 5<sup>th</sup> grade, even some of them had started learning it for two and three years.

Nevertheless, multilevel nature of the classes, the level of students' proficiency in English ranged from beginner to Pre- intermediate, was foreshadowing the challenges which needed to be anticipated. One of the experimental group (Group A) consisted of 12 students – 1 male and 11 females and another one included (Group B) 13 students – 2 males and 11 females.

Pre-test was taken from subjects before starting the experiment on them in order to check their knowledge and each participant's learning styles. The following results were taken from the test:

### A- Group 203

<b>Name</b>	<b>Age</b>	<b>Gender</b>	<b>Level</b>	<b>Nationality</b>	<b>Learning Style</b>
Aziza	19	female	Pre intermediate	Uzbek	Visual
Dilnoza	19	female	Pre-intermediate	Uzbek	Visual
Shahnoza	20	female	Pre-intermediate	Khazak	Auditory
Dono	19	female	Elementary	Uzbek	Visual
Maftuna	19	female	Pre-intermediate	Uzbek	Visual
Yulduz	20	female	Pre-intermediate	Khirgiz	Auditory
S. Shakhnoza	20	female	Intermediate	Uzbek	kinesthetic
Mahkamova	19	female	Pre-intermediate	Uzbek	Auditory
Ziyoda	20	female	Intermediate	Uzbek	kinesthetic
Feruza	21	female	Pre-intermediate	Uzbek	Auditory
Madina	19	female	Intermediate	Uzbek	Visual

## B – Group 204

Name	Age	Gender	Level	Nationality	Learning Style
Shaxnoza	20	female	Intermediate	Uzbek	Auditory
O'giloy	20	female	Pre-intermediate	Tadjik	Visual
Mahliyo	21	female	Pre-intermediate	Uzbek	Kinesthetic
Gulruh	19	female	Pre-intermediate	Uzbek	Kinesthetic
Gulnoza	20	female	Intermediate	Uzbek	Auditory
Zulfira	21	female		Karakalpak	Auditory
Xurshida	19	female	Pre-intermediate	Uzbek	Visual
Shoxsanam	20	female	Intermediate	Uzbek	Visual
Hilola	19	female		Uzbek	Visual
YusupovaR	19	female	Pre-intermediate	Tadjik	Kinesthetic

Majority of the subjects were always eager to work in group and in pairs, by exchanging their opinions and by giving clear respond for each argument which was mentioned by other group mates.

All the time, students try to help to each other. Based on the learning styles the subjects were divided into several groups. The questionnaire was based on the Learning Style Survey by Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi (2003) as it appeared to be the most suitable tool for the purpose of our study.

However, due to its extent not all the categories were examined. The selection of nine main learning style preferences was inspired by the Felder-Silverman Learning style model (2006) which is often used for the assessment of learning styles in all English classes.



Besides this model subjects were taken another test from VAK. With the help of these styles students were divided in to several groups and all participants from each group work in a collaboration based on their styles. Moreover the comfortable sphere in the classroom permitted them to learn from one other.



## The Three Perceptual Channels



### **AUDITORY**

Spoken words, sounds...  
what is **heard** and **said**



### **KINESTHETIC**

Emotions, actions,  
movement, taste, smell...  
what is **felt**



### **VISUAL**

Printed materials, facial  
expressions, body language...  
what is **seen**

Obviously, the levels of their knowledge are not the same, but students were supportive, they tried to handle out everything, even if the tasks were a bit complicated, they did their best by working on them hard and doing all these activities and tasks by taking into consideration their learning styles. Even the convenient of classroom are also suitable for learning subjects.

But one of the striking point is that these two groups are taken in order to make a comparison between each other. As so B group - 204 only worked with such activities which concerned their learning styles.

On the other hand A group - 203 used the same material but only in traditional way without being divided into small groups by their styles. They only worked with the material without acting, participating and learning in their own styles.

However, it was clear that sometimes they were making hard attempts to transform their opinions and thoughts from abstract mental data in their mind

into concrete written or spoken codes. Because reading skills is a bit challenging therefore students' task concerns to be punctual and attentive in order to detect those tiny hints of reading and to explore the exact answers for all questions and matching which were given to them.

### 3.2.3 The Material

To identify appropriate materials for learners based on their learning styles are very important to learn English language accurately. The materials of the course consisted of the following a good number of reading worksheets:

- Reading the text Untruth and Consequences and discussion based on the given questions
- News in the world text and matching exercises
- Peeping Tom Journalism, Nancy Day – to discuss the text and find out the solution
- Quotations and filling appropriate quotes from your own by moving around the class and exchanging the quotes
- Cigarette makers see the future. It's in Asia – to read the text and answer the questions
- Quiz
- Getting the message from the text Cigarette makers
- Watching a video report about statistical drawbacks of Smoking
- Vocabulary tasks. Identifying appropriate words from the context
- Listening task about Asian's future with smoking
- Working with Idioms and Expressions
- The American Fast Food Dream – reading task and true false questioners.
- Matching tasks; improving vocabulary
- Asserting essential words from the context and identifying the definitions
- Listening task; completing a song

- Completing the sentences with appropriate phrasal verbs and expressions from the list which are given
- Analyzing paragraphs of short text and putting them in logical order
- Discussion of several topics which are given in a list and to write a short paragraph
- Describing several pictures which are hanged on the blackboard
- Unfair doubts about the Nanny; to put several strips of the text in order, read and exchange the information with partners
- True /False matching task based on the text about Nannies
- Watching 2 short movies about different Nannies and their process of offering to the job; discussion of both movies
- Vocabulary exercises; new words related to upbringing a child and nannies job
- Role play concerned to Nanny; interview between employer and Nanny
- Working on the idioms and expressions; then practice them on speech and in written form
- Life Map activity; analyzing, whom you'll be if you choose another path
- Final quiz

Some of the formal worksheets were used in the process of games, activities as a main material of the lesson (completing sentences, listening tasks and role plays). Firstly, teacher began to introduce from the simple, easiest worksheets at the beginning of the month of teaching experiment, then she changed her materials more difficult and authentic ones. The materials were chosen with regard to the level, the age, and the interests of the learners'.

According to University program students in these two months have to cover several unites of reading materials.

### **Research Tools**

The task was intended to develop subjects' reading skills and improve their English language by addressing them different activities which concerns subjects' learning styles.

Each lesson the classroom was equipped with laptops even with an access (modems) to the internet, with modern loud speakers, books, variety dictionaries, handouts and with different visual materials (posters and pictures). Moreover, there are several smart boards installed in some of the classrooms which enable the lessons to make the instruction more interactive.

### **3.2.4 Procedure**

#### **Variables**

The purpose of this research was to investigate the impacts of dependent variables associated with the Learning styles designed upon reading achievement. As an independent variables different activities were used, which helped researcher to detect how the subjects were manipulated and to see the effect of the experiment.

Results indicated that age, gender and psyches of learners significantly effects on their learning styles; even socio-economic status and society which surrounds the subjects effects on their learning styles in a process of achievement not only one exact subject but all skills at the university, because in different age learners act different and interact in their own way. Students' academic achievement is a strong predictor of this process. Students' attitudes toward reading were a fairly strong predictor in way of their learning styles.

During the research it was completely clear that there were control variables from each group which didn't attend the classes at all therefore the researcher took them as a control variables.

Besides that as the moderator variables researcher accept video camera which influenced and a bit worried the subjects to work freely and in collaboration, even in a video it was visible how the subjects confusingly act in front of the camera.

There were some extraneous variables like environmental. While having a first quiz the weather wasn't well as it was rainy and stormy the subjects were not concentrated well enough on their tasks therefore they showed bad results on their quiz.

## **Steps of researching**

The research was gone during two month of teaching Reading skill at the Uzbek World Languages University that would meet once a week. The procedure of the research started from preliminary needs analysis session which sought to gather the information about the subjects, their interests, what would prefer to be used more in their language classrooms in comparison with their course book materials as well as the topics they would like to discuss more about within the frameworks of predetermined general themes.

The subjects were also asked to number the given list of reading topics in the order of starting with the more problematic and authentic for them themes and finishing with rather easier ones. Moreover at the beginning teacher checked twice subjects' learning styles in a form of test and questionnaire in order to explore under which style are subjects' interact best.

This information was significant for the teacher to decide which activities needed to be stressed more during the active teaching process in order to make subjects' be motivated and improve their Reading skill.

The questionnaire was divided into several parts and each questionnaire contained 10 – 13 questions. The primary aim of the first set of questions was to collect information on learner's gender, year of study, study group in order to allow easy identification of the student in relation to his preferred learning style and his teacher.

Unfortunately, this information due to the extent of our study was not all processed. Therefore teacher again distribute some questions which assessed the distribution of learning styles amongst students. Students were asked to respond to each statement representing various learning styles as it applied to their study of English on a 3-point Likert scale (0 never, 1 sometimes 2 often, 3 always).

The first set of questions represented three different modes for perceiving the world: visual, auditory and kinesthetic, in a form of test they chose appropriate answer and calculated.

Next questionnaire assessed students learning style from Felder & Silverman's learning style model which were covered by thirteen statements. In comparison to visual, auditory and kinesthetic category students could score only for two preferences from 0 – 3 points. For the purpose of more accurate interpretation the analyzed data will be presented in two tables according to the mean and frequency score.

The significant action was to identify the subjects' level of English proficiency and to find out whether the proficiency levels of the Group A and B was equal. After having 2 classes the researcher gave to all of the Groups of subjects a pre-test which had been designed to check their knowledge in the target language and the first quiz contained 2 vocabulary tasks and one listening. This was designed to determine to what extent were students' learning styles accommodated in language instruction and to explore their present knowledge.

In order to investigate this the researcher examined all learners carefully and explored some teaching styles defined on the basis of lesson organization, employed teaching techniques and classroom activities concerned subjects' learning styles that were actually used during the whole two months of Reading skill in my research.

The quiz taken to the Group A and B (being separated tests) had gone through the reliability and validity trails and been found out to be equal according to their content value as well as the level of complexity.

The process of teaching was predetermined to teach subjects by addressing them variety suitable activities for their learning styles and to invest on mastery of reading comprehension.

However, the Group A used their usual reading worksheet as a main material of the course while the Group B was exposed reliable materials. All of the groups were practicing the skills of drawing their background knowledge in constructing the meaning from the text.



### **3.2.5 Analysis of the data**

At the beginning of my experiment, there were taken pre- test from the subjects, which were concerned to explore their learning styles. Later after having two reading classes with them pre - quiz was taken in order to check their knowledge on reading skills and the level of their English language. They could manage time and position very truly and had been doing the task by themselves.

Students almost did struggle a bit while passing their quizzes, because they were not ready for as it was warned beforehand and didn't revise any material which had been discussed in the classes during two pairs. Reliable and authentic materials were used in the quiz as well as the overall course also based on their usage, the Group A and Group B were asked to fill some passages by listening a track and also vocabulary tasks were provided to them in order to their not only reading skills even other language skills.

After having to months of an experiment on these subjects by working on them carefully, doing all activities and tasks based on their learning styles, post mainly final quiz was taken from them again, in order to see the effect of these styles, how did these styles help to subjects to develop their knowledge, skills and abilities.

At the end of the research paper all of the outcomes were compared with each other namely post- test results with their pre- test result record in order to see what progress they had made during the past two months. According to the results, the knowledge of the students was determined how effective the usage of learning styles helped them.

The use of authentic materials which concerned each participant's learning styles in the development of English language reading proficiency was supposed to bring meaningful and productive results. And how to influence on improving new reading approaches to the students' knowledge.

#### **4. Data Collection**

Current part of the research is one of the most essential one, which takes all responsibility from the researcher. The researcher did collection of all these data with sociability and interest to her research and students, as it was given as a task to identify and prove that with the help of learning styles students and teacher will make a progress in both learning and teaching process. The subjects of the research were the students of the Groups 203 and 204 of The Uzbek State World Languages University. It had been arranged beforehand that throughout the teaching process both groups of subjects should be exposed to the same classroom material and techniques, participate in the same interaction pattern.

The first class of the research was concerned to be closer to students and get acquainted with both groups of second year students. During the two month researcher provided the classes from reading skill. At first researcher tried hard in order to get students' attention and make them feel free while working with her, because it demands a lot, in order to see the best results, relations between teacher and students should be friendly. The data analysis will be divided into two main parts. In the first part, descriptive statistics, correlation analyses and t-test scores will be used in order to describe the distribution of learning styles amongst the students, teachers and the group of male versus female.

This study adopted a quantitative approach with the exception of the last two items in the second questionnaire which sought the students' opinions about the course. These two questions were open-ended. Simple random samplings were employed. The data was collected using two online self-scoring questionnaires. Descriptive statistics such as mean, median, modus and deviation were used to describe the distribution of learning/teaching styles of participants. Correlation analysis identified any possible interrelation of individual learning style modalities. Later pre post-tests were used for the comparisons of gender

differences in students' learning style preferences and students' learning style preferences with respect to their instructors' preferred learning styles.

Moreover, researcher focused on presentation of perceived teaching styles from the students' point of view and make comparison between the distribution of students' learning style and their accommodation in English language instruction. Researcher focus on the presentation of students' evaluation of language instruction and explore to what extent possible mismatches of students' versus lecturers' learning style preferences might be reflected in the perception of language instruction in relation to course satisfaction and acquired knowledge.

For the first class researcher did some warm up activities in order to see how these students interact between each other and how they work in collaboration. It was clear that from the first lessons it's a bit complicated to identify what students demand from teacher and vice versa, even so researcher could explore some tiny hints from this first class. Researcher could able to encourage all leaners and made them work hard in that friendly atmosphere. Later researcher did quiz from those materials which they had and identify students' flexibility, level of English proficiency and discover their strengths and weaknesses.

As the research was devoted to address learning styles in different English classes, the researcher tried to provide variety activities which concerned learners' learning styles in order to make perfection in the sphere of English language by taking into account students' interests to these all activities which were used during all the research.

As it was said and done in all the class completely different activities were used for each participant's style. First quiz questions were taken from those materials which were provided during the first and second lessons, where the topics were called "Untruth and Consequences" and "Cigarette makers see future". Tasks

were based on these topics below and it consisted of one listening task and two vocabulary tasks. The first task from listening was based on the topic “Cigarette maker” where students by listening track completed the sentences where some words were omitted. Only 5 sentences were given to this listening task.

Next task was vocabulary where the task consisted of to match some words with its definitions. Current words were taken from first lesson “Untruth and Consequences”. The last third task also vocabulary one, where students’ task was to write the definitions for the given words which were taken from the text which they have discussed during the class about “Cigarette makers”. Before taking the pre-test researcher warned the subjects beforehand in order to give them some time to prepare and revise everything. But majority of them were not ready completely.

Unfortunately majority of the students could handle this quiz. From the first group “203” 8 students passed the quiz out of 13, however from the group “204” only 8 students passed out of 12. Therefore researcher was not satisfied with the number of student and the results were average.

However, post- test was quite different from pre quiz. In this final quiz, researcher prepared several tasks with different exercises from all those data which were carried on during two months of the research. Again the content of this final quiz was similar which pre quiz where all tasks were connected to students’ different learning styles. In the first task short paragraphs of the text were given and students’ task contained to put the right logical order of these strips. Second task was vocabulary, where students practiced their vocabulary by finding the right words synonyms to the given essential words. After that, students watched a video interview about heroes of TV show “Vampire Diaries” and completed the space with what did they watch. Finally, the last task demands students’ speaking skills where they would have to describe any one picture from three, which are illustrated in their work sheet. The total score of

this final quiz was 30. All data were successfully completed and collected from these works which were done by both groups 203 and 204. Even the results of post-test was successfully as the students did their best, mostly with the help of those all styles which were used during the classes, because it showed those results which were expected the researcher.

## 5. Results and Discussions

This part of the qualification paper concerned to give all results that were collected during two months of teaching. As it was emphasized above current research was carried on by the researcher during two months where two groups were compared by addressing preferred learning styles to each participant. The first group A (203) was taught in ordinary way but with the same material as it was given to the second group B (204). However, B group (204) conducted by addressing to each participant their preferred learning styles. After finishing the experiment, researcher collected all materials, studied carefully and calculated Pre and post - tests' results and it showed such results:

### Pre – test results:

#### A group 203

**Table 1**

Name	The scores(out of 20)	Percentage of scores (converted into 100 points' grading system)
Aziza	8	40%
Dilnoza	8	40%
Shahnoza	8	40%
Madina	9	45%
Maftuna	7	35%
Yulduz	7	35%
S. Shakhnoza	6	30%
Mahkamova	6	30%

## **B Group (204)**

**Table 2**

Name	The scores(out of 20)	Percentage of scores (converted into 100 points' grading system)
Shaxnoza	11	55%
O'giloy	12	60%
Mahliyo	9	45%
Gulruh	9	45%
Gulnoza	13	65%
YusupovaR	8	40%
Xurshida	11	55%
Shoxsanam	13	65%

From these two tables researcher can compare that even their current scores partially were the same. This quiz was taken at the first classes, in order to check their knowledge at that time. So, these results are not high as it was seen. After finishing two months of researcher, researcher took final quiz and post-test results showed completely another results.

The thing is these two groups were taught in different ways, as it was explained, group 203 studied in ordinary way, in comparison group 204 by taking into consideration students' learning styles.

In any case all authentic materials were gathered by considering students' interests, therefore even Group B (203) shows pretty good results if we compare with pre - test. The final results indicate such percentage:

**Post-test results:****Group A (203)Table 3**

Name	The scores(out of 30)	Percentage of scores (converted into 100 points' grading system)
Aziza	24	79%
Dilnoza	23	76%
Shahnoza	20	66%
Madina	23	76%
Maftuna	22	73%
Yulduz	20	66%
S. Shakhnoza	24	79%
Mahkamova	19	63%

**Group B (204) Table 4**

Name	The scores(out of 30)	Percentage of scores (converted into 100 points' grading system)
Shaxnoza	26	86%
O'giloy	25	83%
Mahliyo	23	76%
Gulruh	25	83%
Gulnoza	27	90%
Yusupova R	24	79%
Xurshida	26	86%
Shoxsanam	28	93%



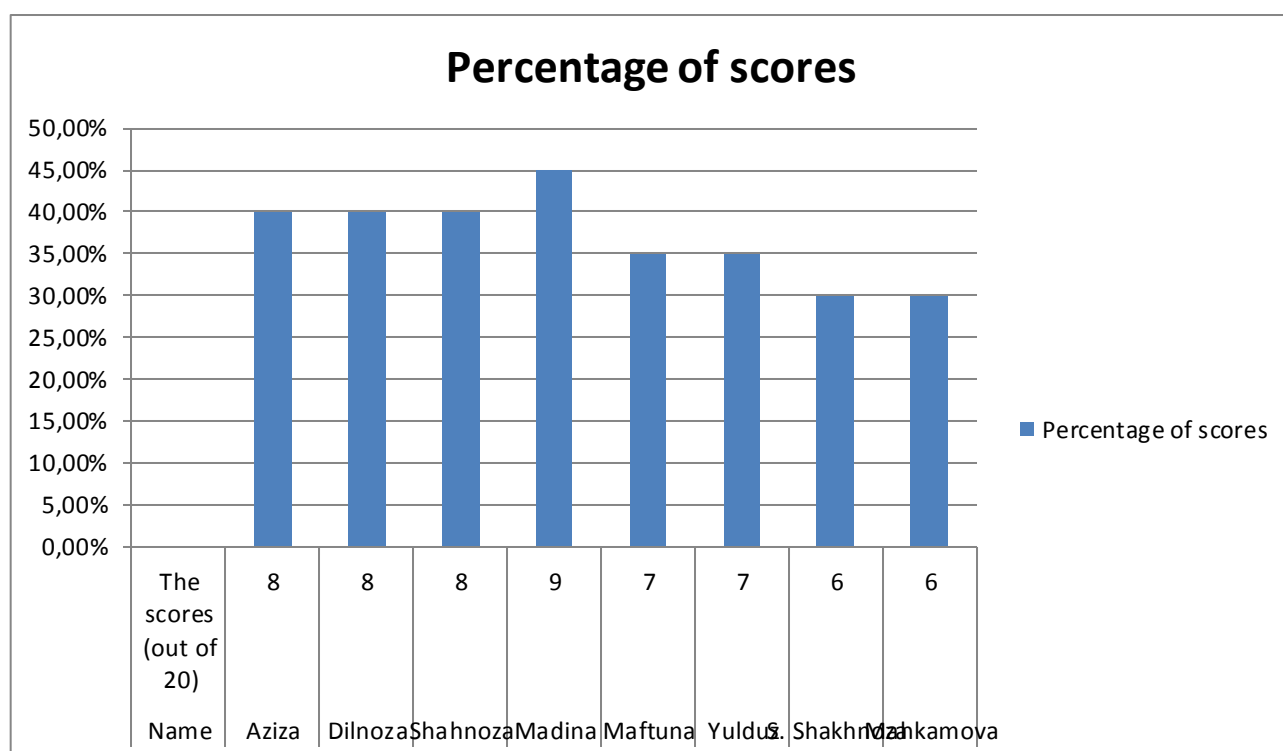
As the tables indicate the results and percentages of students' score a fluctuating, in order to make them much clear let's have a look to some charts and graphs which will help us with all these statistics.

According to Table 1, A Group (203) showed very low results from pre-test as it was calculated out of 20 score, which gave very low percentage in table.

Moreover the second B Group (204) also showed partially the same similar results as it gave Group A. Nevertheless researcher could give such graph which shows clear percentages and with illustration.

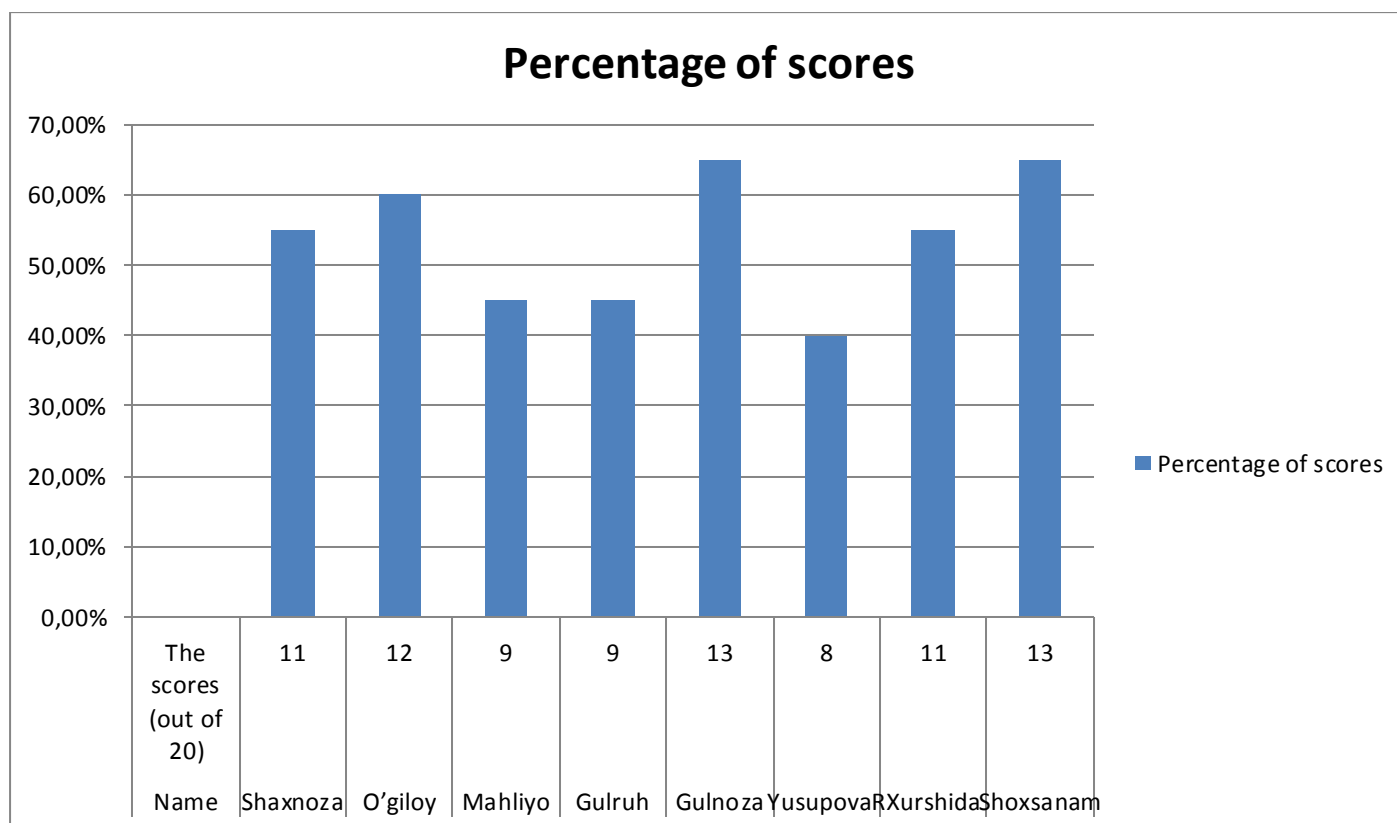
### Group A (203)

**Table 5**



First A group's highest result was indicated in 9 point out of 20, which is in percentage 45% out of 100%. The lowest score was 4 which contained 20% of the pre-test.

**Group B (204)Table 6**



However second B Group (204) showed better results than first group. The pick of the score was pointed 13 point out of 20, in percentage 65% out of 100%. The lowest score 8 was taken by Yusupova R. by dropping the scale to 40%.

The researcher which was carried on during two months was successfully completed as it shows the results of participants. To the Group A (203) conducted the same count of class and the same material as it was given to the second Group B.

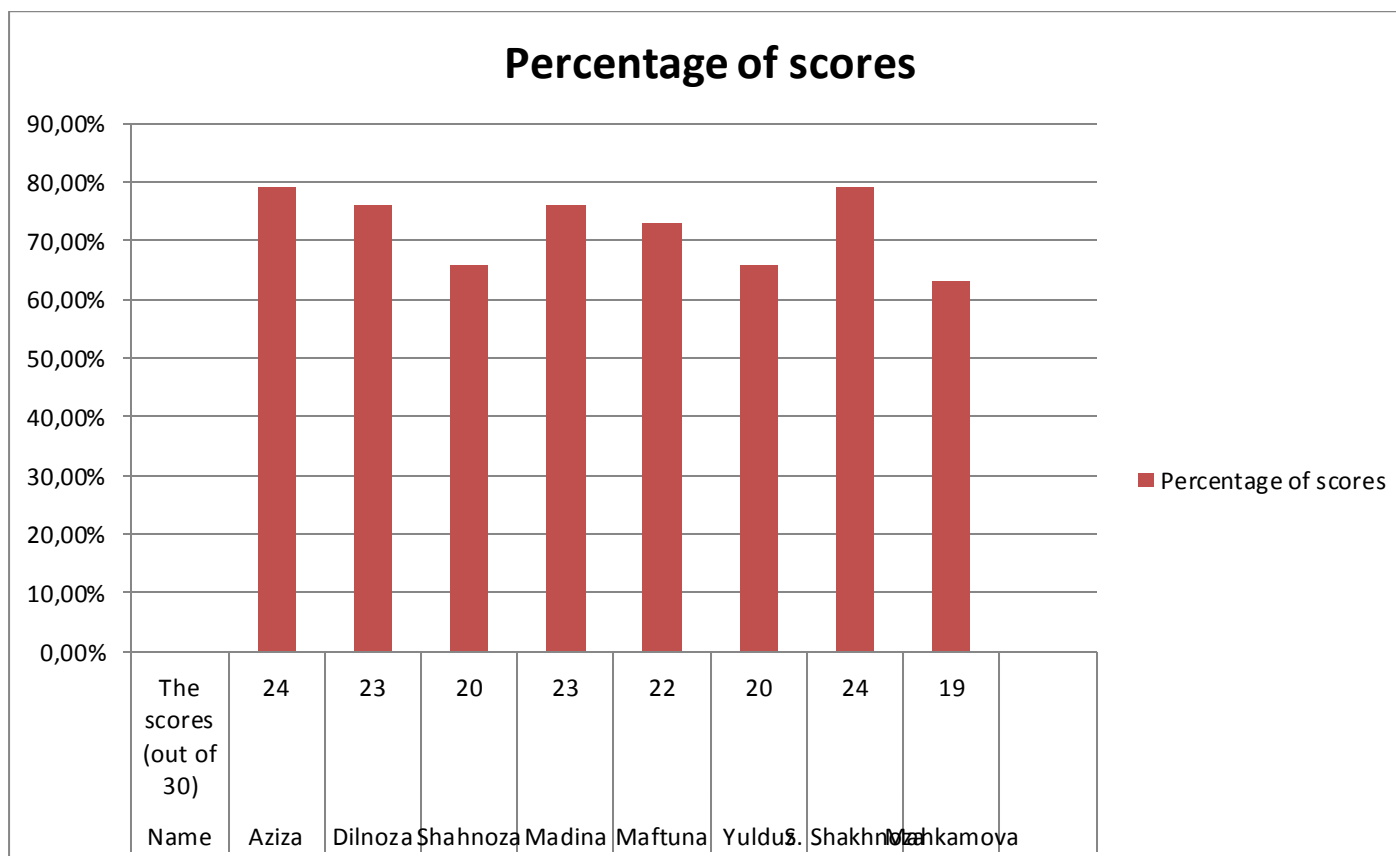
However, only Group B (204) was conducted by using different methods of teaching with quite range of activities concerning students' learning styles.

As the researcher wanted to discover and made a claim, that addressing individuals' learning styles to English classes are the most effective way of teaching and learning the target language, she could handle it in her research by working on these students very hard.

On those tables below researcher showed the final results of her experiment.

## Post-test results

**A Group (203) Table 6**



The post - test contained several tasks where the total score was 30. Group A (203) showed normal results for their works as the researcher didn't provide them such classes as to the second Group B (204).

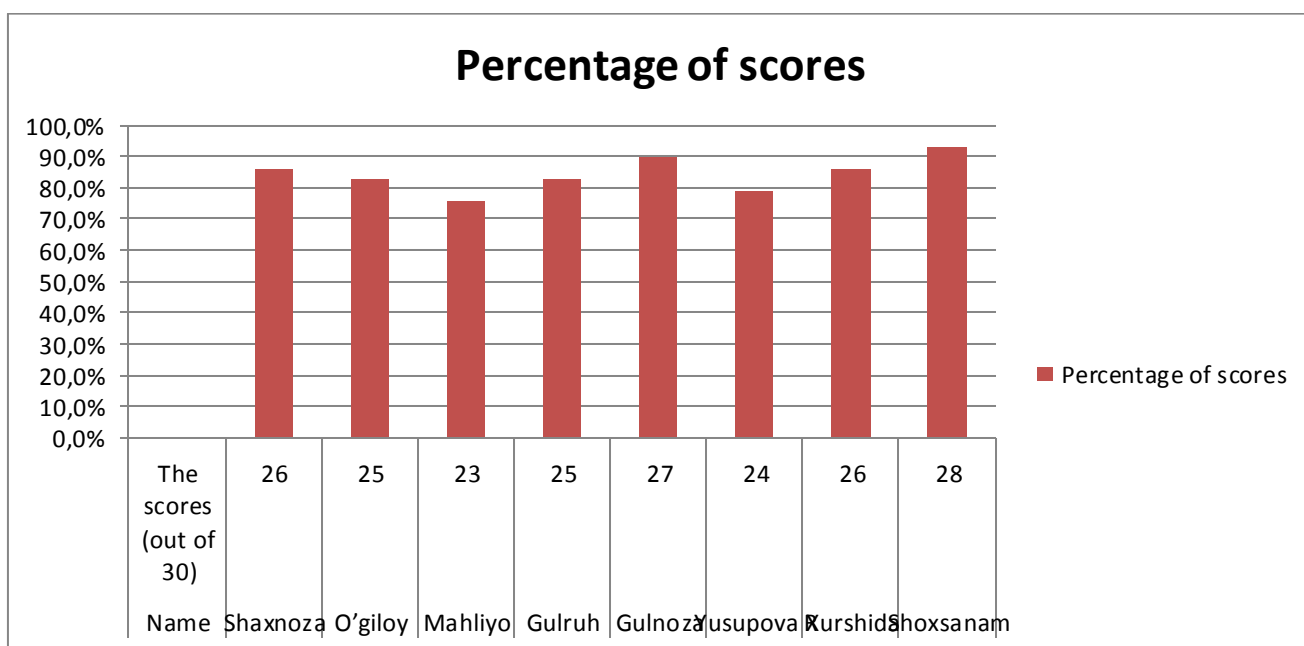
Any way the results were adequate while comparing with the previous quiz Pre-test, it illustrate that these two months of teaching the students and working with this researcher even students could get some information for themselves.

As the highest percentage in pre- test of the Group A was 45% in the final work they did their best by showing 79%, since they worked in ordinary way. Even

this is the outstanding results and plus for researcher, because this statistics shows that researcher also did her best.

## Group B (204)

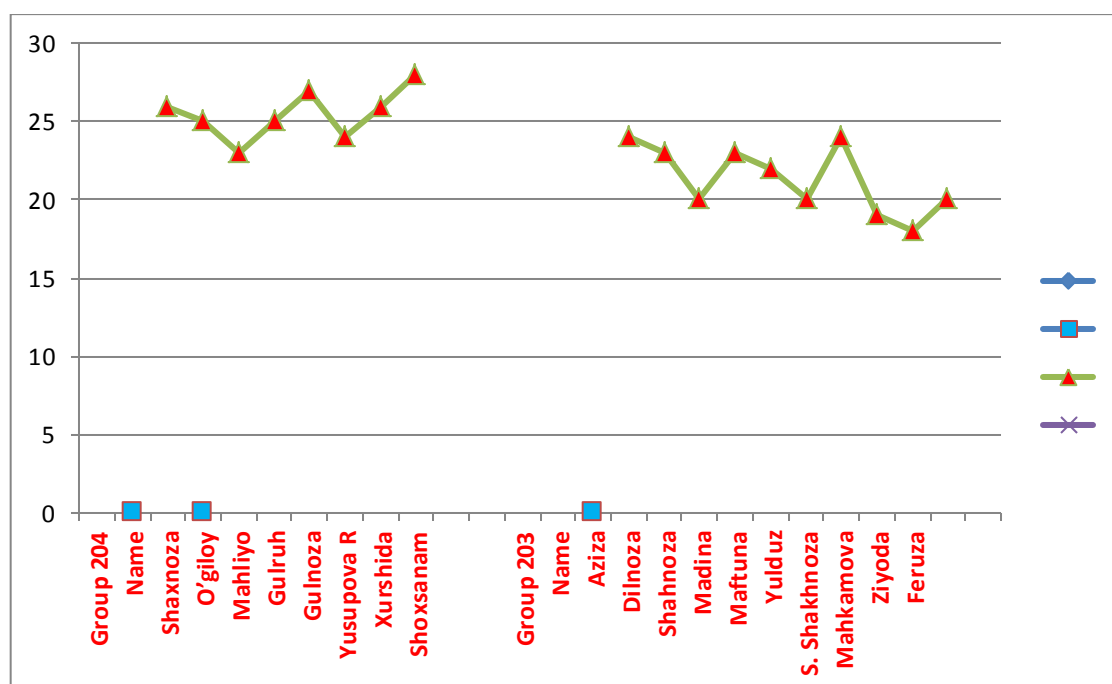
**Table 7**



The luckiest group of the research was Group 204 on which the researcher worked hard by trying to detect and create different interesting activities for this group of students in order to see the result and make sure that her works were completed as she has planned beforehand. In the Table 6 it's visible that researcher gained her goals, as the pre-test results of B Group (204) were 65% the highest and 40% the lowest, in the final Post-test the percentages changed completely, it raised to 93% as the highest one and the lowest indicated 76%.

While comparing these two Groups A and B we can see such chart where post test results are shown:

**A Group (203) & B Group (204) statistics of Post-test: Chart 1**



While analyzing these results researcher made some calculations by identifying some data from the research. Now let's see how the researcher analyzed central tendency and dispersion of these both groups.

**Table 8 Statistical results of Pre-test in two groups:**

**Total Score 20**

Central Tendency				Dispersion			
Group	mean	mode	median	low	high	range	SD
A (203)	5,9	8	8	6	9	5	0,8
B (204)	10,7	9; 11;13 Trimodal	10,5	8	13	6	9,02

**Table 9A Group (203) Standard Deviation for Pre-test**

<b>Name</b>	<b>Score</b>	<b>Mean</b>	<b>Difference</b>	<b>Difference Squared</b>
Madina	9	7	2	4
Maftuna	7	7	0	0
Mahkamova	6	7	-1	1
Shakhnoza	8	7	1	1
Dilnoza	8	7	1	1
Shakhnoza	6	7	-1	1
Aziza	8	7	1	1
Yulduz	7	7	0	0

Researcher made small analyses of this table of statistics of pre-test results. As it's shown above in Group A the number of students who participated in researcher consists of 10 students and from the pre - test results the whole class got 70 and the Mean is 7.

Frequency distribution to the value of the score: 6-2; 7-2; 8-3; 9-1;

Mode in Group A is 8. The lowest score in this group is 6 and the highest is 9 so the range is 5. Standard deviation of the group consist of 0,8.

**Table 10****B Group (204) Standard Deviation of pre-test**

<b>Name</b>	<b>Score</b>	<b>Mean</b>	<b>Difference</b>	<b>Difference Squared</b>
O'g'ilyoy	12	10,7	1,3	1,69
Gulnoza	13	10,7	2,3	5,29

Xurshida	11	10,7	0,3	0,09
Shohsanam	13	10,7	2,3	5,29
Gulruh	9	10,7	-1,7	2,89
Yusupova R	8	10,7	-2,7	7,29
Mahliyo	9	10,7	-1,7	2,89
Shakhnoza	11	10,7	0,3	0,09

According to the results of Group B the number of students 8 and the total score is 86 where the Mean consist of 10,7. The mode illustrate Trimodal as it has three set of scores 9; 11; 13. As the high score researcher identified 13 and low one is 8 where the range comes to 6. According to the table 10 researcher calculated standard deviation of this group and it shows 9,2.

**Table 11 Statistical results of Post –test:**

**Total Score 30**

Central Tendency				Dispersion			
Group	mean	mode	median	Low	high	range	SD
A	21,8	20;23;24 trimodal	11,5	19	24	6	0,79
B	25,3	24; 26 Bimodal	26	23	28	6	1,57

Here comes the final results of the research where showed both groups central tendencies and dispersion of their scores. It's much clear that the difference between pre and post test results were quite different.

Is to make a comparison from post results of two groups, the B group 204 got the highest results in comparison with the A group 203. As the total score of the

Group A was 175, the number of students were the same as in the second group, however in the second group B the total score contained 203. According to the results of A group mean is 21,8 and trimodal set of the score 20; 23; 24; as the median score researcher counted 11,5, because the lowest score was 19, high one is 24 and the range comes to 6, therefore this groups' results of standard deviation indication the number 0,79. However in a second group B the statistical numbers were a bit different, mean of the score was 25,3 and bimodal with the score numbers 24 and 26. Moreover, the researcher calculated the median to 26, as the low score in this group indicated 23 and the high one was 28.

In the process of experiment objects were taught with different kind of learning styles, as a consequence A group's knowledge was effective in the development of the subjects' reading proficiency contrary to the group B. Whole subjects' pre- and post- tests results were without any difficulties. Indeed, the subjects' reading abilities have improved considerably. Besides, the authentic and reliable materials have been very useful and effective even in the presence of several complicating factors. Even the interests of the students also help to be funny and useful for themselves, because their sources help to identify some information with facts. Especially students can feel hot to increase their knowledge.



## **6. Final Reflection**

Two months of incredible, outstanding and at the same time memorable research made every single person who participated with the researcher feel that unforgettable moments of university life. This was the great opportunity for researcher to be and act like a real teacher, conduct all classes and be a part of everything, because it is the best experience to maximize all knowledge and abilities for researcher. Moreover, it takes such responsibility which demands to emphasize and mostly consider to students' learning styles, make them work only by using their styles because it has been examined and explored that it's the best way of improving students' skills and knowledge and etc.

After having an experiment on students, it becomes much clear that some theories of the scientists were coincided with the research that the researcher did. Since literature further suggests that accommodating students' learning styles might improve the learning process in general. According to R. Felder & Silverman's model in order to learn something or do the best in each sphere it's much convenient and effective to use different learning styles. As it was said by the scientist the researcher could prove all the models with evident in her research, which was done perfectly as she thinks.

The research period contained two months and the aim of it was to prove that by addressing learning styles to different English classes will make a profit and show effective results in Educational system. Educational background did not contribute to any differences in selection of preferred learning style modalities between these two groups. Moreover, all of the period of conducting the classes made researcher to realize that teaching language is an ongoing and challenging process and it demands a lot. It requires a teacher to constantly work on herself, get abreast of every innovation in the field of linguistic methodology and bring every new method into the classroom by thoroughly selecting and adapting course materials is a decisive step in designing a language course, because to these two groups, especially to one who were focused on the research mostly

researcher created most of the tasks by herself in order to select all activities for these different learners. Initially, from the first classes researcher built such friendly and warm atmosphere where both groups felt themselves confident and work and participated in the class freely. However there were some consequences during the research, but researcher tried to omit those uncomfortable situations and made the students work hard in order to forget everything, after for a while all these learners showed very satisfactory results and researcher thinks that she did her best and gained her goal.

As it was emphasized above using learning styles in teaching are the most helpful and effective way of increasing the learners' knowledge and skills, the benefits of which concerned gaining all goals which were put in front of the learners and the teachers.

The researcher's next aim was to claim that during any classes, teachers have to use activities, tasks concerning their students' preferred learning styles, in order to increase their students' abilities even more, because it was proved and examined not only by researcher even by other scientists that with the help of learning styles educational system of our country will rise to the pick.

It was a bit complicated to analyze exactly which style was the most preferred by all learners, because every individual is different from each other, different in terms of personality and interests, therefore all learning styles are preferred by exact learners.

The researcher learnt a lot from this research, especially how the usage of learning styles impact on students' study in terms of their abilities, interests, desires. Moreover, researcher came to that mind that by addressing learning styles to English classes increase the interest not only to this language and to that culture which they're surrounded during the class, but it can influence to these learners' outlook towards all human beings and to their life styles. So, the researcher thinks that addressing variety learning styles to classes can make teaching and learning process productive and joyful.

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