



Accommodating students' learning styles differences in English language classroom

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ABSTRACT

Learning style is the way in which learners characteristically prefer to learn. In spite of teachers' less accommodation of different learning styles, mismatches often occur between the students' learning style differences and instructional methods employed by teachers. This results less learning and misbehaving. This paper defined several dimensions of learning thought to be particularly relevant to foreign language classes. The research examined the teachers' classroom practice of accommodating learning style differences and suggests the important steps and modalities to address the educational needs of all students in English language classes. Questionnaire was used to obtain adequate information about teachers' classroom practice of learning style differences. The data assembled and organized was analyzed and explained in detail. The result was interpreted in line with the objectives of the research questions. Findings of the study indicate that more than averages of EFL teachers of Chamo secondary school in Arba Minch, Ethiopia were not accommodating learning style differences in the classroom. Besides, the instructional aids and classroom exercises were mismatching with learning style differences. EFL teachers also were not accommodating and addressing the learning style differences.

1. Introduction

It is quite important and being logical to start from individual differences to understand the theory of learning styles. Individual differences are the unique characteristics or traits in respect of which individuals may show to differ from each other [1]. The history of learning style is closely connected to the history of individual differences or individualities. Particularly, the term learning style could have been subsequently developed from the term individual differences. Thus, it is possible to say that the theory of individual difference could be the base for the today's concept of learning style. By the 1885s, an identification of an individual difference took place and later the concept called as cognitive learning style differences [2].

[3] stated learning style as the way that is consistence in perceiving, conceptualizing, organizing, and recalling information. According to this point of view, learners obtain information in different ways that they prefer to learn. Therefore, it is possible to say that learning style is one of the areas of learners' differences in which they differ from each other in the way of preference that may influence their overall orientation in learning situations.

[4] in his foreign language curriculum design, listed learning style differences as one area of learners' individual differences that has to be taken in to account when designing a foreign language curriculum. In the same year, Neil Fleming, a university teacher from

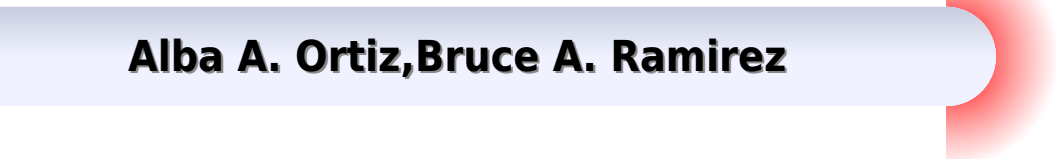
Abbreviations: VARK, visual, auditory, read/write, and kinesthetic.

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Accommodating Learning Style Differences In English

Alba A. Ortiz, Bruce A. Ramirez



Accommodating Learning Style Differences In English:

Accommodating Learning Style Differences in Elementary Classrooms Harvey Pressman, Peter Dublin, 1995 ,

English Education in Oman Rahma Al-Mahrooqi, Christopher Denman, 2018-07-02 This book explores an area that has been somewhat overlooked in the literature to date the current status and future trends of English education in Oman It offers a variety of theoretical and methodological approaches to the subject and explores areas of English education in Oman that have until now been little investigated It explores these issues from a variety of perspectives the professionalization of English teachers in the country the implementation of novel teaching methodologies curricula and assessment approaches into what are in many ways still very traditional education settings the integration of learner identity into English language instruction country and culture specific concerns with conducting research with Omani participants the strategic demands of building stronger links between education and workforce needs and developing learner autonomy and motivation

Cambridge Academic English B1+ Intermediate Student's Book Craig Thaine, 2012-02-09 Cambridge Academic English is a three level integrated skills course for higher education students at university or on foundation courses The B1 Intermediate Student's Book introduces students to the characteristics of written and spoken academic texts Students are guided towards developing relevant strategies for setting study goals and approaching these texts From asking for help understanding essay questions to planning essay paragraphs and listening for gist and detail students have a wealth of opportunities to practice all core academic skills The course develops independent learning skills and critical thinking through Study Tips sections and allows for personalisation of learning in the Focus on your subject sections Five lecture skills units provide authentic practice in listening to lectures and note taking

Proceedings of the International Conference on Social Science and Education (ICoESSE 2023) Jhoni Warmansyah, Artha Nesa Chandra, M. Haviz, Isra Nurmai Yenti, Safrizal Safrizal, Hadiyati Idrus, 2023-11-16 This is an open access book We would like to invite you to The 1st International Conference Social Science and Education ICoESSE 2023 will be conducted on September 6 7 2023 at the Universitas Islam Negeri Mahmud Yunus Batusangkar West Sumatera Indonesia The aim of the Conference is to bring together scholars students researcher and administrators from different countries and to discuss theoretical and practical issues in the fields of Science and Technology Your prospective valuable contributions on this field will be evaluated by the Scientific Committee and the ones approved to be presented will also be published in the Proceedings and selected will be publish in Journal

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and managerial tacit knowledge It enhances understanding of the cultural differences between Western countries and China as well as the kinds of learning strategies successful expatriates adopt in order to quickly adapt to intercultural business contexts This book will appeal to international business practitioners and research fellows who are interested in international human resource management

Resources in Education ,2001-10 *Forum* ,1996 Spelling Smart! Cynthia M. Stowe,2002-02-15 Combining the best of whole language and phonics this unique resource gives teachers in grades 4 12 a total of 44 easy to use lessons to teach students how to spell by recognizing spelling patterns and consistencies rather than memorizing hundreds of isolated words Includes over 150 reproducible informal tests word lists and worksheets covering sounds syllables word building and more

Application of AI in the Teaching and Learning of English as a Foreign Language (EFL) Baba Khouya, Youssef,Ismaili Alaoui, Abderrahmane,2025-05-28 The application of artificial intelligence AI in the teaching and learning of English as a Foreign Language EFL transforms traditional educational practices by offering more personalized efficient and interactive learning experiences AI powered tools enable learners to receive instant feedback engage in conversational practice and tailor content to individual learning styles AI facilitates adaptive learning platforms that analyze students progress and adjust difficulty and content type For educators AI can assist in automating administrative tasks assessing student performance and identifying areas for learner support Further research may enable more data informed and responsive teaching strategies in EFL contexts

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Journal of International Students 2011 Vol 1 Issue 2 Krishna Bista,2015-10-03 An interdisciplinary peer reviewed publication Journal of International Students Print ISSN 2162 3104 Online ISSN 2166 3750 is a professional journal that publishes narrative theoretical and empirically based research articles student reflections and book reviews relevant to international students and their cross cultural experiences and understanding Published quarterly the Journal encourages the submission of manuscripts from around the world and from a wide range of academic fields including comparative education international education student affairs linguistics psychology religion sociology business social work philosophy and culture studies For further information <http://jistudents.org>

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2019-01-04 In a diverse society the ability to cross communication barriers is critical to the success of any individual personally professionally and academically With the constant acceleration of course programs and technology

educators are continually being challenged to develop and implement creative methods for engaging English speaking and non English speaking learners Computer Assisted Language Learning Concepts Methodologies Tools and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies flipped instruction and language learning software This multi volume book is geared toward educators researchers academics linguists and upper level students seeking relevant research on the improvement of language education through the use of technology Artificial Intelligence: A Multidisciplinary Approach towards Teaching and Learning Tahmeena Khan,Manisha Singh,Saman Raza,2024-11-19 Artificial Intelligence A Multidisciplinary Approach towards Teaching and Learning explores the evolving role of AI in education covering applications in fields such as bioinformatics environmental science physics chemistry economics and language learning Written by experts this book provides a comprehensive overview of AI s integration into diverse subjects offering insights into the future of AI in education and its potential to enhance academic research and pedagogy Targeted at faculty students and professionals the book addresses AI s role in blended learning environments and offers practical tools for educators seeking to incorporate AI into their teaching practices Key Features Multidisciplinary exploration of AI in teaching and learning Practical tools and methodologies for educators Insights into AI driven innovations in research Relevant to a broad audience from students to professionals Schools and the Culturally Diverse Exceptional Student Alba A. Ortiz,Bruce A. Ramirez,1988 **Perspectives on Thinking, Learning, and Cognitive Styles** Robert J. Sternberg,Li-fang Zhang,2014-04-08 This volume presents the most comprehensive balanced and up to date coverage of theory and research on cognitive thinking and learning styles in a way that represents diverse theoretical perspectives includes solid empirical evidence testing the validity of these perspectives and shows the application of these perspectives to school situations as well as situations involving other kinds of organizations International representation is emphasized with chapters from almost every major leader in the field of styles Each chapter author has contributed serious theory and or published empirical data work that is primarily commercial or that implements the theories of others The book s central premise is that cognitive learning and thinking styles are not abilities but rather preferences in the use of abilities Traditionally many psychologists and educators have believed that people s successes and failures are attributable mainly to individual differences in abilities However for the past few decades research on the roles of thinking learning and cognitive styles in performance within both academic and nonacademic settings has indicated that they account for individual differences in performance that go well beyond abilities New theories better differentiate styles from abilities and make more contact with other psychological literatures recent research in many cases is more careful and conclusive than are some of the older studies Cognitive learning and thinking styles are of interest to educators because they predict academic performance in ways that go beyond abilities and because taking styles into account can help teachers to improve both instruction and assessment and to show

sensitivity to cultural and individual diversity among learners They are also of interest in business where instruments to assess styles are valuable in selecting and placing personnel The state of the art research and theory in this volume will be of particular interest to scholars and graduate students in cognitive and educational psychology managers and others concerned with intellectual styles as applied in educational industrial and corporate settings Learning Styles in Education and Training Eugene Sadler-Smith,Carol Evans,2006 The application of learning styles theory and research continues to hold great promise for practitioners in both education and training as a potentially powerful mechanism for enabling pupils students and trainees to better manage their own learning throughout their educational and working lives The selection of papers from the 10th annual European Learning Styles Information Network conference held in July 2005 at the School of Management University of Surrey presented here raise a number of pertinent issues which are significant in the on going debate regarding the value of cognitive a **Conference on Multiculturalism in Education, April 20, 21, 22, and 23, 1977, the Sheraton Centre Hotel, Toronto, Ontario** Ontario Association for Curriculum Development,1977 *Journal of International Students, 2011 Vol. 1(2)* Krishna Bista,2011-01-11 The Journal of International Students JIS an academic interdisciplinary and peer reviewed publication Print ISSN 2162 3104 Online ISSN 2166 3750 publishes scholarly peer reviewed articles on international students in tertiary education secondary education and other educational settings that make significant contributions to research policy and practice in the internationalization of higher education www ojed org jis **Streaming Media Delivery in Higher Education: Methods and Outcomes** Wankel, Charles, Law, J. Sibley,2011-06-30 This book is both a snapshot of streaming media in higher education as it is today and a window into the many developments already underway forecasting of areas yet to be developed Provided by publisher **Reading for Mastery: Enhancing the Science of Teaching Reading Skills** Pasquale De Marco,2025-05-15 In an age where information is at our fingertips the ability to read effectively and efficiently is more crucial than ever Reading for Mastery Enhancing the Science of Teaching Reading Skills is a comprehensive guide that equips educators parents and students with the tools and strategies needed to excel in the art of reading This book delves into the science behind reading exploring the intricate interplay between decoding and comprehension It emphasizes the foundational skills of phonemic awareness phonics and vocabulary development demonstrating how these building blocks lay the groundwork for successful reading Additionally it underscores the importance of creating a positive reading environment that fosters a love for reading and encourages engagement with a diverse range of texts Beyond the basics Reading for Mastery explores the realm of reading comprehension strategies providing a toolkit of techniques to help readers understand and retain information It examines the role of assessment in monitoring reading progress and using data to inform instruction Recognizing that every learner is unique the book dedicates a chapter to differentiating instruction for diverse learners ensuring that all students have the opportunity to achieve reading success Furthermore the book emphasizes the role of parents and caregivers in supporting

reading development highlighting the importance of family reading time and communication with teachers It concludes with a glimpse into the future of reading instruction considering the impact of technology and emerging trends on the teaching and learning of reading Reading for Mastery is an invaluable resource for educators parents and students alike Its research based practices and real world examples provide a comprehensive understanding of the science of reading and empower readers with the skills needed to transform the act of reading from a mere task to a lifelong passion If you like this book write a review on google books

Accommodating Learning Style Differences In English Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has be more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such may be the essence of the book **Accommodating Learning Style Differences In English**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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