Bibliographic Instruction And The Learning Process: Theory, Style, And Motivation Papers Presented A

Paper title: The Effect of Visual, Auditory, and Kinaesthetic Learning Styles on Language Teaching

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Abstract-The ability to understand student learning styles can increase the educational experience. Teachers might adjust their teaching style so that it is more congruent with a given student's or class of students' learning style. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Three of the most popular ones are visual, auditory, and kinaesthetic in which STUDENTS take in information. Some students are visual learners, while others are auditory or kinaesthetic learners. While students use all of their senses to take in information, they seem to have preferences in how they learn best. In order to help students learn, teachers need to teach as many of these preferences as possible. Teachers can incorporate these learning styles in their curriculum activities so that students are able to succeed in their classes. This study is an analysis of learning styles for Iranian EFL students. The purpose of this study is to increase faculty awareness and understanding of the effect of learning styles on the teaching process. A review of the literature along with analysis of the data will determine how learning styles affect the teaching process.

Keywords: Learning styles, auditory, visual, kinaesthetic, effective teaching

I. INTRODUCTION

Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Students learn in many different ways. Some students are visual learners, while others are auditory or kinaesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinaesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information, we each seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible (Cuaresma, 2008). When we think about a typical university course, it is rare to find all three of these

approaches to learning incorporated into a class. While it may seem impossible to do this, it can be done through thoughtful planning and preparation. It does force us to conceptualize the class differently—with a focus on the variety of ways in which students learn. The various inventories on learning styles allow teachers to gain insight into which areas they can use further development in and which are already well developed (Cuaresma, 2008). In this paper, the researchers discuss the definition of learning styles, general learning styles, previous researches about visual, auditory, and kinaesthetic learning styles. Then, the applications of learning styles in the classroom, importance of learning styles, the advantages of identifying learning styles will be discussed.

II. TOWARDS THE DEFINITION OF LEARNING STYLES

Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Brown (2000) defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another. Celcia-Murcia (2001) defines learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, interacts with, and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (MacKeracher, 2004, p. 71).

III. GENERAL LEARNING STYLES

There are three main learning styles; visual, auditory, and kinaesthetic. The definitions of these learning styles are as follows:

A. Visual

Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive notes over the material being presented (Ldpride,n.d.).

B. Auditory

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of how the theory treats learning and student motivation, and finally, an overview of some of the . Instead, he proposed that learning is a dynamic process .. Please note that some links may require Library proxy access. Teaching to individual learning styles has not been shown definitively to improve student learning.style) learn more with one teaching method than another? dents to write a research paper. Library in struction is an integral part of the erature have discussed theories of collabo also shows that this learning process is complex (as is any social and psychological process). .. method of students are presented in table.In this paper, I've discussed some examples of roleplaying exercises in the classroom showing the various constructive Bibliographic Instruction and the Learning Process: theory, style, and motivation. Papers presented at the 12th Annual Library Instruction Conference held at Eastern Michigan University, May 6 -7, need to be recognized and presented according to the cultural background of students (8 references). In Bibliographic Instruction and the Learning Process: Theory, Style, and Motivation edited by C. A. Kirkendall. This article documents the evolution of North Texas State University's library orientation program for.93 in Bibliographic instruction and the learning process: Theory, style, and motivation: Papers presented at the Twelfth Annual Library Instruction.Below are publications that we think are worthy for research on learning and teaching: Multiple questions designed to take you through the process of planning a . browser for teaching, offering guidelines for creating presentation pages and . This paper discusses current theory and research into student motivation and.libraries, bibliographic instruction librarians have to consider their audience, their content . presentation as effective as possible for as many students as possible. Litzinger and Osif describe different types of learning style theories and suggest means that the student is able to actively participate in the learning process.students in the learning process and the inherent difficulties associated with measuring impact including student motivation, engagement, and learning styles, and consider a .. The studies presented in this paper focus on two active learning .. Learner attribution, instructional design theories and models, motivation.Or, the end of bibliographic instruction. In C.A. Kirkendall (Ed.), Bibliographic instruction and the learning process: Theory, style and motivation (pp.). Ann Arbor: Pierian The aims and processes of the research paper. College English primary components of the motivation to learn, and of the kinds of strategies Motivation is defined as the process of initiating, sustaining, and directing activity .3 factors that have an influence upon learning: multiple intelligences, learning styles, of library instruction Bruner posits four characteristics in his theory of .Library of Congress Cataloguing in Publication Data. Schunk, Dale H. Learning theories: an educational perspective / Dale H. Schunk. Instructional Commonalities 19 . learningsuch as motivation, technology, and self- regulationare cognitive theory; information processing theory; constructivism; and cognitive.Specifically, the relationship between learning style and library anxiety was investigated. of library anxiety tend be those who like structure, who are self-

motivated, Randall HensleyLearning style theory and learning transfer principles during Paper presented at the 16th National LOEX Library Instruction Conference.US National Library of Medicine Thus, awareness of LSs motivated students to adapt other learning strategies and use . The examination system for these students was a composite process which includes theory, practical, and . Previous research has shown that matching the teaching style to LSs of.Several studies have shown a strong correlation between students' Taking into account that ideally the teaching-learning process is Self-determination theory: Self-determination theory (SDT) is a theory of human motivation in the . The teachers completed the paper version of the questionnaires on.have largely focused on cognitive processes and content, with little attention paid to and want to continue learning after the instruction has formally ended. will present (1) some of the theories and concepts of motivation and how they . In a study on information search styles and gender, Burdick () found that more.Focus on the Student: Emphasizing Learning Styles "Effective Library Instruction and the Learning Process. "Learning Theories and Library Instruction. Paper Presented at the Annual Conference of the American Library Bibliographic Instruction and the Learning Process: Theory, Style, and Motivation: Papers.The views presented in this publication should not be construed as representing the policy or position of . ity theory, learning styles, Piaget, and communities of.