

VIETNAM NATIONAL UNIVERSITY, HANOI  
**UNIVERSITY OF LANGUAGES AND INTERNATIONAL  
STUDIES**  
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

NGUYEN THI THINH

**TEACHER'S ACCOMMODATION TO GRADE 10  
STUDENTS' LEARNING STYLE PREFERENCES  
IN TEACHING ENGLISH AND IMPLICATIONS  
FOR TEACHING STYLES AND TEXTBOOK  
ADAPTATION - A CASE STUDY**

**Hanoi, April 2011**

Submitted in partial fulfillment of the requirements for The degree of  
Bachelor of Arts (TEFL)

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SUPERVISOR: Vu Mai trang, ma

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## **ABSTRACT**

“Everyone has strengths, but different people have very different strengths” (Dunn and Dunn, 1983). This statement shows not just a common assumption but a great finding which has been proved with numerous studies in language teaching for ages. Every learner is different in the way they learn in terms of needs, motivation, interest, aptitude, etc. Among them, learning style is the factor which a large number of authors have dedicated their research to examine. Although learning styles have been researched exhaustively, little EFL research in general and in the context of Vietnam has been conducted. Involving a group of grade 10 students in Hanoi, Vietnam and their English language teacher into a case study, this paper was expected to identify the students’ learning styles, examine the extent to which the teacher catered for the students’ different learning modalities and how the students evaluated this accommodation. Using questionnaire, interview and observation as the main methods, the research found out that these students had a strong preference for tactile, kinesthetic and auditory but found it hard to learn in individual, group or visual learning styles. Moreover, it was reported that the teacher had accommodated the students’ learning style preferences coincidentally and the students appreciated some certain methods. Basing on the findings, multi-style teaching method and textbook adaptation were suggested to improve English teaching in accordance with learning style preferences in Vietnam.

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### **List of abbreviations**



FELTE: The Faculty of English Language Teacher Education  
ULIS: The University of Languages and International Studies  
VNU: Vietnam National University  
USSH: The University of Social Sciences and Humanities  
HCMC: Ho Chi Minh City  
FLSS: Foreign Language Specializing High School, Hanoi  
EFL: English as Foreign Language  
CLT: Communicative Language Teaching  
LS: Learning Styles  
LSI: Learning Style Inventory  
PLSPQ: Perceptual Learning-Style Preference Questionnaire

## **CHAPTER 1: INTRODUCTION**

To provide a broad view for the researcher as a guiding light during the implementation of this paper and for those who intend to read this research, the introduction chapter first presents the existing current issues and the principles for the researcher's choice of the subject matter. In addition, this initial chapter also mentions the aims and objectives of the study from which the research questions are identified. After indicating the significance of the study, the scope of the study refers to the range of the subject discussed in the research. Finally, an overview of the study is supplied as the holistic picture for readers to easily follow the paper.

### **1.1. Statement of the problem and rationale for the study**

Nowadays, English has become such an important subject to master in our country when we are now a part of the globalization. The statistics by the Vietnamese Ministry of Education and Training in 2010 has presented approximately 98% students at their junior/senior secondary schools selecting English as their foreign language subject. The popularity of English explains why more and more research has been carried out for finding better approaches, methods and techniques in teaching English so far. English language teaching is, actually, in need of improving its quality at the national level.

Initially, the researcher's idea of studying student's learning styles came from a general curiosity after an informal talk with some tenth-grade students of Foreign Language Specializing High School (FLSS) in Hanoi. The fact that these students gave different opinions on their teacher's English lesson in which she asked students to role-play some scenarios aroused the researcher's concern. Some students seemed to be

so keen on the role-play activity while some showed their reluctance to move in class. According to this, it might be because students learned in different ways.

With some knowledge of learning styles through subject *English Language Teaching 2 (ELT 2)* at university, the researcher thought that the possible explanation for the above-mentioned issue might be found in the learning style field (because learning style is known as one of the main different factors among learners). Subsequently, the researcher would like to know whether English language teachers had already accommodated for their students' different learning preferences and how this accommodation was evaluated from the student's perspective.

According to Mackey and Gass (2005), though research idea in some cases can come from its author's "general curiosity", the research might then "run into a "so what" responses. Therefore, after the idea of learning styles had arised, the researcher started to study the literature of the questioned issue to check if the idea was well worth considering and researching.

Thanks to the achievements in brain research and psychology on "individual differences", learning style differences had been taken into consideration in the area of learning and teaching theory since the 1970s. However, it was not until the 1980s that much more researchers really paid their attention to the concept of individual learning preferences after the decline of behaviorism (stimulus/response model). A considerable number of related studies can be listed such as Cafferty's study of the match in teacher's and student's cognitive style, Dunn's work on students' identifying their own learning styles (1983), or learning strategies developed from learning style differences (Willing, 1984, 1985, 1987, 1988), to name but just a few.

The findings of these studies proved that learners have different and various preferred learning styles; and thus, they show their different attitudes and reactions towards a certain in-class activity. Additionally, teachers' considerate accommodation to different learning styles could result in students' learning improvement and achievement. For example, Hunt (1979) claimed that "knowledge of learning style can influence and enhance the development of conceptual level" (Willing, 1988, p. 57).

Besides, in spite of this research status on the subject matter, Willing (1988) suggested that most of the studies to date were "tentative and exploratory". Moreover, the application of the learning style theory to "concrete learning situation" has not been implemented popularly and effectively. Specifically in Vietnam, there is not a lot of research which had been conducted on learning style area. These studies limited in number now functioned as the scarce but useful resources for teacher's implementation of learning style theory into teaching/learning process.

The above-mentioned reasons of the significance of teaching and learning English, the researcher's initial curiosity, and the practical values of learning style theory encouraged the researcher to conduct a study on **"Teacher's accommodation to grade 10 students' learning style preferences in teaching English and implications for teaching style and textbook adaptation – A case study"**.

As a logical flow of the pedagogical studies on individual learning styles, this study, after fulfilled, is expected to contribute to a relatively neglected area of research in Vietnam.

## **1.2. Aims and objectives of the study**

This study is expected to carry out an investigation into the current state of teaching English in FLSS. During the implementation of the research, the original objectives of the paper are to

- 1) identify a number of grade 10 FLSS students' learning style preferences
- 2) investigate the extent to which their teacher has accommodated the students' learning preferences in teaching English in the classroom (teaching style and material use).
- 3) examine how the students evaluate their teacher's accommodation to their different learning styles
- 4) propose some subsequent implications for teacher's teaching style and textbook adaptation according to students' preferred learning styles.

Firstly, the study is going to discover what the learning style preferences of the involved students are. The next step of the research is to take a close-up picture of how teachers have catered for their students' different learning preferences. Afterwards, some students randomly selected will involve in an interview to orally evaluate their teacher's teaching style and the materials used in the lessons. Finally, based on the findings, some relevant suggestions will be made to improve the effectiveness of teacher's teaching style and textbook adaptation in classroom.

Briefly, the study's objectives are addressed by the three following questions:

- 1) What are the learning style preferences of the involved students?

- 2) To what extent does the teacher accommodate her students' preferred learning styles in terms of her teaching style and material use?
- 3) How do the students evaluate their teacher's accommodation to their learning styles?

The research aims at investigating the phenomenon in its natural settings instead of controlling it in an artificial environment because of the nature of the topic and data. Although the study also makes use of statistic procedures, it will mostly follow qualitative methods to gradually develop and complete the conceptual framework, and finally, to obtain a better “understanding” of the phenomenon. (Chaudron, 2000, cited in Mackey and Gass, 2005, p.166).

### **1.3. Significance of the study**

Once having been undertaken completely, the study is supposed to be mostly useful to teachers. Besides, during the implementation, the research simultaneously benefits grade 10 students at high school as well as the researchers on the same subject matter in the future.

Firstly, the study would awaken teacher's and student's interest in learning styles. From teacher's perspective, the study tends to raise their awareness of students' individual learning modalities which should be considered as one of the key components in the “subjective needs” of teaching-learning process together with “students' needs, interest and motivation” (Willing, 1988; Richards, 2005, cited in To et al., 2010). For both of those who have accommodated learning style differences consciously and who have done it subconsciously as well as who have not done anything about it, the knowledge of learning preferences and the current status of using it provided by the study is possibly believed to help teachers realize the importance of creating suitable learning

conditions for each learner according to his or her preferred learning modalities. Basing on the findings, the researcher would put forward some suggestions for teaching styles and textbook adaptation which teachers may find as useful references in teaching English for grade 10 students. In the suggestions on textbook adaptation, a sample multi-style lesson plan (procedure and material use) designed by the researcher is provided so as to make the suggestions more practical and feasible.

Regarding students, the research would hopefully activate their self understanding, especially knowing their learning styles consciously in order to develop suitable learning strategies and learn best in an appropriate learning and teaching environment.

Last but not least, to some extent the researchers who share the same interest in this subject matter of learning styles may find this study as a reliable and useful reference for their research in the future.

#### **1.4. Scope of the study**

In terms of the subjective factors affecting student's learning process, there are some elements namely student's beliefs, affective state, aptitude, personality, age, motivation and learning styles (To & Nguyen, 2009). However, due to the limitation of a B.A thesis, this paper would rather not cover all of these factors than focus on learning styles only.

In terms of individual learning styles, the term "learning styles" is quite a complicated totality affecting learning which consists of "physiology (temperature, light, sound, etc.)", "sensory (visual, audio, kinesthetic)" and affective (personality, extroversion & introversion, etc.) (Willing, 1988, pp.52-55). To date, some research has proved that three named realms are included in the notions of learning styles. However, the study does not focus on all, but merely for preferred sensory channels for

language inputs. Furthermore, sociological dimension (groupings) was also taken into consideration. In a nutshell, this paper used a learning style model of 6 constructs: visual, auditory, kinesthetic, tactile, group and individual.

In regard to the population of the study, the sample was restricted to a teacher and her grade ten students in one English-specializing class of FLSS who were the participants and respondents to the study's self-reporting questionnaires, interviews and class observations.

### **1.5. Organization of the study**

The study consists of five chapters as follows:

**Chapter 1 (Introduction)** explains the selection of the research topic and provides the research questions.

**Chapter 2 (Literature Review)** is the synthesis of scholars' different literature over the current issue in question and the key terms which need to be clarified for the consistent use in the whole research.

**Chapter 3 (Methodology)** presents the description of the chosen participants, research instruments and the procedures of data collection and analysis.

**Chapter 4 (Results and Discussion)** analyses the collected data and discusses over the findings according to the research questions.

**Chapter 5 (Conclusion)** summarizes the findings of the study and gives out the contribution, limitations of the study and suggestions for the further research.



## **CHAPTER 2: LITERATURE REVIEW**

This chapter is supposed to provide the theoretical background on the issue of teaching English in relation to students' different learning styles. Reviewing related literature is to indicate the "research gap" that should be contributed after this study, to avoid repeating the findings of the earlier research and to acknowledge the dedicated authors whose findings assist this research paper effectively. Also, three important key concepts named learning styles, teaching styles and textbook adaptation will be explained as a frame of reference for the sake of a consistency throughout the study. It is noteworthy that the chapter does not have an intention of covering all the studies in this knowledge area but rather reviewing on the most relevant ones with the minimum biased way of collecting, evaluating and synthesizing information.

### **2.1. Key concepts**

#### **2.1.1. Learning styles**

##### **2.1.1.1. Definition of learning styles**

###### **2.1.1.1.1. Cognitive style and learning style**

Before the 1970s, individual differences had been thought to be synonymous with individual differences in ability that was measured by standard intelligent tests. However, the psychologists in the 1950s and 1960s increasingly recognized the "narrowness" of these tests, and that ability difference was just the most visible subsequent part of individual differences. Therefore, in the 1970s the achievements in psychology changed the concept of individual differences into the differences in many aspects such as motivation, gender, personality, age, needs, etc. Cognitive style and learning style are the two terms which were mentioned most among these distinctive factors. In addition, numerous authors usually used them interchangeably.

Actually, some research had figured out the differences between them. The term “cognitive style” was termed by Witkin from his studies of perceptual processing to refer to how learners acquire knowledge (cognition) and process information (conceptualization). According to Willing (1988), for the same purpose of explaining individual differences in learning, the cognitive style mainly focused on “mental phenomena” whereas learning style included “the mental, the physical and the affective realms”. Moreover, the cognitive style was quite invisible, which could cause the difficulty for researchers’ observation while the learning style was more concrete “which could in fact only be assessed in the context of normal activities”. Therefore, the notion of learning style has been studied more than the cognitive style in the recent time (Willing, 1988). This paper has also chosen learning styles only to study further, as a matter of fact.

#### **2.1.1.1.2. Definition of learning styles**

The idea of learning styles may come from a simple but convincing assumption that “everyone has strengths, but different people have very different strengths” (Dunn and Dunn, 1983).

Since the first time the term was used in the 1970s, many authors had put a lot of effort into defining individualized “learning styles”.

Learning styles can be thought to be “an individual’s natural habitual and preferred way of learning” (To et al., 2009). This definition mentioned the typical features of the so-called “learning styles”. However, this was so simple and general that the readers barely recognized “the totality of psychological functioning” which directly affected learning.

Keefe (1979, cited in Willing, 1988) defined learning styles as follows:

Learning styles are characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment ... learning style is a consistent way of functioning, that reflects the underlying causes of learning behaviors. (p. 40)

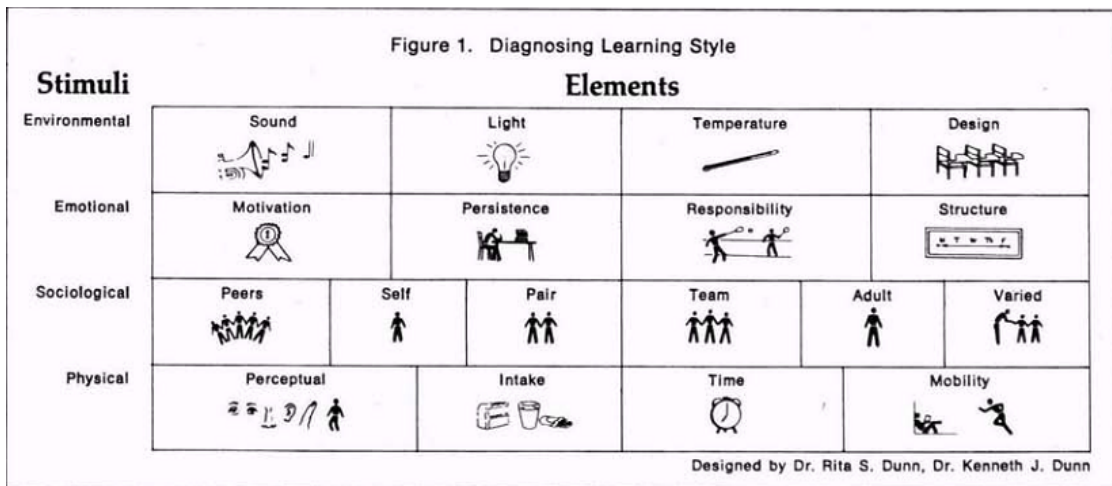
This definition had been mentioned or used in a lot of learning style research (Reid, 1987; Willing, 1988; Coffield, 2004). According to this definition, learning styles consisted of three components which were perceptual learning modalities (channels), affective and physiology.

<b>Perceptual</b>	The sensory channels (one or more senses) individuals rely on to perceive, understand, organize and retain knowledge (Dunn and Dunn, 1979; R. Dunn, 1983; Reid, 1987)
<b>Physiology</b>	Primary importance in shaping the way information is sought, and the way it is processed (Swassing, 1979) Determine the state of the entire organism, the senses and the nervous system (Dunn and Dunn, 1979a)
<b>Affective</b>	Affective factors (i.e. anxiety, motivation) influencing the person's level of achievement (Naiman et al. 1975)

(Willing, 1988, pp. 52-55)

**Table 1. Keefe's three components of learning styles**

Dunn, Dunn and Price (1978, acknowledged in Willing, 1988, p.56) added this view: "Learners are affected by their: (a) environmental (sound, light, temperature, etc.); (b) emotional (motivation, persistence, etc.); (c) sociological (self, pair, peer, etc.); and (d) physical (perceptual strengths, need for intake, etc.) preferences." Through this definition, it was noticeable that these authors had developed the learning style elements more than the previous researchers. According to Reid (1987), Dunn and Dunn (1972) and Dunn, Dunn and Price (1975) reported 18 identified learning style elements.



**Figure 1. Dunn and Dunn’s categories of learning styles**

Though the categorizations of individual learning styles from Dunn, Dunn & Price and Keefe’s perspective are different, these two viewpoints meet each other at one point of “sensory channels” in Keefe’s and “perceptual strengths” in Dunn, Dunn and Price’s. Reid (1987) also mentioned this as perceptual learning channels (modalities) which referred to the variations of using human senses to perceive knowledge.

For the consistency of the whole research, whenever the term “learning style” is mentioned, Keefe’s definition should be the favored notion this study refers to. Moreover, as it has been noted clearly in the scope of the research and the term has been defined above, this paper will be only devoted to investigate the sensory channels or perceptual learning preferences as a fundamental part of individual differences.

### 2.1.1.2. Learning style models

After learning styles hypothesis had been documented, there was much research devoted to find the proper instruments to identify and assess individual learning styles. The different instruments used by a variety of concerning research then resulted in different learning style models or learning style taxonomies.

In the review entitled “Learning Styles and Pedagogy in Post-16 learning” by Coffield et al. (2004), 71 learning models which had been

developed for the last 40-50 years were listed. Among them, the reviewers identified 13 major models mostly basing on their popularity. The others (remaining 58) were not taken into account because of some main reasons:

- 1) They were just the minor adaptation of the major models to small-scale samples
- 2) They offered new constructs or new labels of the existing constructs
- 3) They used small and homogeneous populations

Therefore, in this paper the researcher would not mention these minor ones. Out of the 13 leading models, David Kolb’s Learning Style Inventory (LSI) and Dunn, Dunn and Price’s LSI are the most well known and widely used in the UK and US respectively. Moreover, Joy Reid’s (1987) model was also reviewed on this part because of the researcher’s later use of his self-report questionnaire.

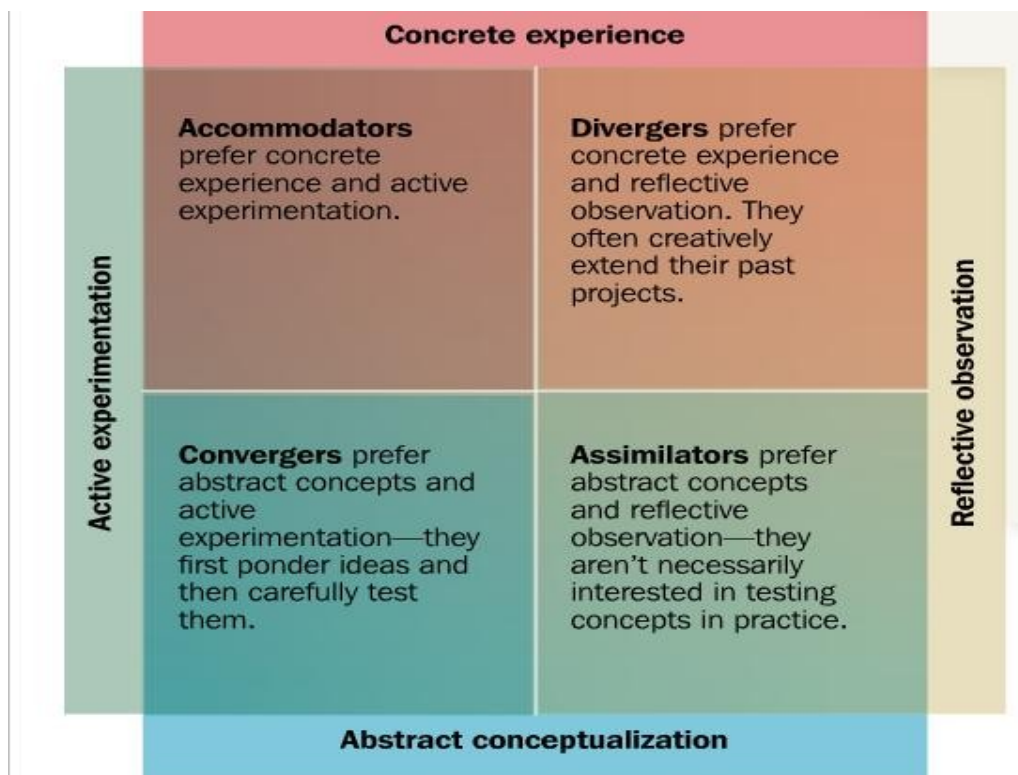
**a. David Kolb’s learning styles model**

David Kolb (1984) defined learning style as “individual orientations that gave differential emphasis to the four basic learning theory: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC) and Active Experimentation (AE)”. These four were grouped into two categories: experience-grasping approach with CE and AC; and experience-transforming approach with RO and AE. Depending on the dominance of one experience-grasping and one experience-transforming among four factors inside an individual, there were four basic types of learning styles as follows:

<b>Learning style</b>	<b>Dominant factors</b>	<b>Characteristic features</b>
<b>Converger</b>	AC (thinking) and AE (doing)	Practical applications of ideas and deductive

		reasoning
<b>Diverger</b>	CE (feeling) and RO (watching)	Imaginative and good at coming up with ideas Seeing things from different perspectives
<b>Assimilator</b>	AC (thinking) and RO (watching)	Capable of creating theoretical model with inductive reasoning
<b>Accommodator</b>	CE (feeling) and AE (doing)	Actively engaging with the world and actually doing things instead of merely reading about or studying them

**Table 2. Kolb's model of learning styles**



**Figure 2. Kolb's model of learning styles**

**b. Dunn and Dunn's VAK/ VAKT models**

Rita Dunn and Kenneth Dunn have spent more than 35 years devoting on the studies concerning the learning styles (identification, instruments and assessment of learning styles, etc.).

As mentioned before, Dunn, Dunn and Price (1978, cited in Willing, 1988) included perceptual strengths in the 18 distinguishable learning style elements. The perceptual strength element consisted of three types of learning preferences in receiving the knowledge inputs: visual (prefer viewing pictures, maps, diagrams, etc.), auditory (favor listening to tapes, lectures or music), and kinesthetic (involve more in doing, touching and moving). Thus, the Dunns' learning style model is frequently used in American school system known as VAK or sometimes VAKT with tactile (prefer hands-on involvement, note taking, model building, etc.) included (Coffield et al., 2004).

According to the Dunns' theory, each individual have one or two dominant styles (among those basics) which will role as the filter to favorably receive the information delivered in the individual's best way of learning (Table 3)

<b>Dominant learning style</b>	<b>Description/ characteristics</b>
<b>V: visual</b>	<ul style="list-style-type: none"> <li>- Mind sometimes strays during verbal activities</li> <li>- Observes, rather than talks or acts; may be quiet by</li> </ul>

	<p>nature</p> <ul style="list-style-type: none"> <li>- Organized in approach to tasks</li> <li>- Likes to read</li> <li>- Usually a good speller</li> <li>- Memorizes by creating mental images</li> <li>- Thinks in pictures</li> <li>- Easily put off by visual distractions</li> <li>- May focus on the ‘big picture’ and use advanced planning</li> <li>- Finds verbal instructions difficult</li> <li>- Remember faces</li> <li>- Strong on first impressions</li> <li>- May have good handwriting</li> <li>- Enjoys using color</li> <li>- Notices details</li> <li>- Often a quick thinker</li> </ul>
<b>A: auditory</b>	<ul style="list-style-type: none"> <li>- Talks to self aloud</li> <li>- Outgoing by nature</li> <li>- Whispers to self while reading, may hum or sing while working</li> <li>- Likes to be read to</li> <li>- May be particular about the exact choice of words</li> <li>- Memorizes by steps in a sequence</li> <li>- Very aware of rhythm</li> <li>- Easily distracted by noises</li> <li>- May have difficulty with written instructions</li> <li>- Remember names</li> <li>- May assess people by the sound of their voice</li> <li>- Enjoys music and the sounds of words</li> <li>- Enjoys talking and listening</li> <li>- Can remember – and often mimic – speech by picking up rhythm of the sentence</li> <li>- May need time to think (i.e. discuss it with myself)</li> <li>- May assess a situation on ‘how it sounds’ to them</li> </ul>
<b>K: kinesthetic</b>	<ul style="list-style-type: none"> <li>- In motion most of the time/ fidgety</li> <li>- Outgoing by nature; expresses emotions by physical means</li> <li>- Reading is not a priority</li> <li>- May find spelling difficult</li> <li>- Likes to solve problems by physically working</li> </ul>



	<p>through them</p> <ul style="list-style-type: none"> <li>- Very good body control, good timing and reflexes</li> <li>- May need time to think (i.e. process the actions involved)</li> <li>- Will try new things – likes to get involved</li> <li>- Like physical rewards</li> <li>- Remembers what they have done rather than seen/heard</li> <li>- May assess people and situation by what “feels right”</li> <li>- Enjoys doing activities</li> <li>- Plays games, simulations and role-playing</li> <li>- Prefers experiments</li> <li>- Favors dance-related activities such as folk dances, singing, rhythmic movements, creative dance</li> </ul>
<b>T: tactile</b>	<ul style="list-style-type: none"> <li>- Uses their hands, likes to use gestures and touch people while talking to them</li> <li>- Underlines</li> <li>- Takes note</li> <li>- Constructs models</li> <li>- Loves art-related activities such as drawing, painting, and sculpting</li> <li>- Makes diagrams, mind maps, webs</li> <li>- Taps pencil or foot/ fiddles with objects while studying</li> </ul>

**Table 3. Dunn and Dunn’s learning style theory (VAKT)**

*(Source: Authors; Adapted from Coffield et al., 2004; Dunn & Griggs, 2003; Dunn, 2001; Dunn, 2003, cited in Penger & Tekavcic, 2009, p. 6)*

**c. Joy Reid’s VAKT model**

Joy Reid was one of the well-known researchers who had spent quite a lot of time and effort studying learning styles, especially perceptual strengths.

Once realizing that no research had been published on the perceptual learning styles of non-native speakers (NNSs) of English before and then claiming that failure may rest not only on material but teachers’ unawareness of learning styles as well, Reid (1987) on TESOL

Quarterly reported his study which provided the insights into NNSs' perceptual modalities in their classroom.

Like Dunn and Dunn, Reid also followed VAK/VAKT model which was added two more components named group and individual learning styles. Hence, Reid's consisted of 6 learning styles instead of 3 or 4 constructs as usual.

Referring back to Dunn and Dunn's definition of learning style, these two constructs could somehow be found in the sociological element (working alone, in pair, with peers, in team, with adults, or varied). Meanwhile, they were included in perceptual channels by Reid (1987). This was the different point between Dunn and Dunn's and Reid's VAKT model.

The typical characteristics of 4 learning styles (visual, auditory, kinesthetic and tactile) coincided with those detailed in Dunn and Dunn's. For the two added learning styles, the author had also given the explanation for those who had these preferences.

<p><b>Group learning style</b></p>	<ul style="list-style-type: none"> <li>- Learn more easily with at least one another student</li> <li>- Be more successful completing work well when working with others.</li> <li>- Value group interaction and class work with other students</li> <li>- Remember information better when studying with two or three classmates.</li> <li>- Learn and understand new information better with the stimulation from group work.</li> </ul>
<p><b>Individual learning</b></p>	<ul style="list-style-type: none"> <li>- Learn best when working alone.</li> <li>- Think better alone</li> <li>- Remember information one learn by oneself.</li> </ul>

<b>style</b>	<ul style="list-style-type: none"> <li>- Understand new material best when learning it alone</li> <li>- Make better progress in learning by oneself.</li> </ul>
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***Table 4. Two out of six learning styles in Reid’s model***

Six learning preferences were grouped into three ranges: major, minor and negative learning style preferences. It was advisable that students learnt in their major learning styles in which they could function well and learn best. Minor preferences contained those learning styles in which students could still function well whereas students’ negative one showed the difficulty learning in these ways.

David Kolb’s and Dunn and Dunn’s learning style inventory were thought to be one of the leading models in the field from which many other models have been developed or adapted (Coffield, 2004). However, Smith (2001) has figured out 6 weaknesses of David Kolb’s LSI: 1) the process of reflection is mostly ignored (Boud et al., 1983) 2) four constructs in the model do not apply to every situation (Jarvis, 1987; Tennant, 1997) 3) it shows the lack of attention to cultural differences (Anderson, 1988) 4) the idea of stages or steps does not reflect the reality of thinking 5) the empirical weakness cannot back the theory and 6) the problematic relationship of knowledge and learning (Jarvis, 1987). As a result of these problems, the application of Kolb’s model needs a great caution though this model is appreciated to provide “an excellent framework” to plan teaching and learning.

Dunn and Dunn’s model also had to cope with many critiques which strongly criticized the model as invalidate, unreliable and lacking an underlying theory. The reality and validity of Dunn and Dunn’s LSI have been criticized by some other reviewers. However, the Dunn and Dunn’s LSI was one of the most widely used in the American schools owing to its advantages such as positively claiming the potential learning ability of all students, respecting individual differences and showing its

good effects in many practitioners' adaptation to their samples of students.

In this research, the Dunns' learning style inventory would be used thoroughly and consistently as the reference of learning style models. However, criticized to be difficult for students and faculties to assimilate all, the instruments with too many principles (18) would be narrowed the focus on perceptual strengths/ preferences only, namely VAK or VAKT model.

Turning to this point, Reid's VAKT model with 6 components was taken into consideration of the researcher because of the convenient use of Perceptual Learning-style Preference Questionnaire (PLSPQ) by Reid (1987) as the style-identifying instrument (see Chapter 3\_Methodology). Moreover, Reid's VAKT was basically similar to that of Dunn and Dunn with more than two styles. These two, group and individual were also very important in student's process of gaining and retaining knowledge. Hence, from the researcher's viewpoint, Reid's model was more complete to some extent. As a result, in the scope of this research, Reid's model will be used thoroughly.

### **2.1.2. Teaching styles**

#### **2.1.2.1. Definition of teaching styles**

Teacher and student are two indispensable factors in education. Likewise, learning and teaching process cannot be separated. Therefore, when learning styles are taken into account, teaching styles appear not to be ignored. There are a lot of variables which can affect students' academic achievement. Among them, teaching style has been investigated a lot as one of the important keys to improve students' learning, not for the sake of teachers themselves.

Teaching style, however, is a permanent character, not influenced by students' learning styles. According to Dunn and Dunn (1979), a

teacher’s teaching style has not suddenly been formed since the teacher decided to take a course and become a teacher. In fact, teaching style was just transformed from the teacher’s learning style, “teachers teach the way they were taught” or “teachers teach the way they learned” (p.241).

Fischer and Fischer (1979, in Fortune, 1988) defined teaching styles as “a pervasive way of approaching the learners that might be consistent with several methods of teaching”. Added to this view, Conti (1989) also claimed that teaching styles were “the overall traits and qualities that a teacher displays in the classroom and that are consistent for various situations”. In other words, teaching style teachers used to approach learners in class may vary in a certain range of methods but still show its consistency through different cases.

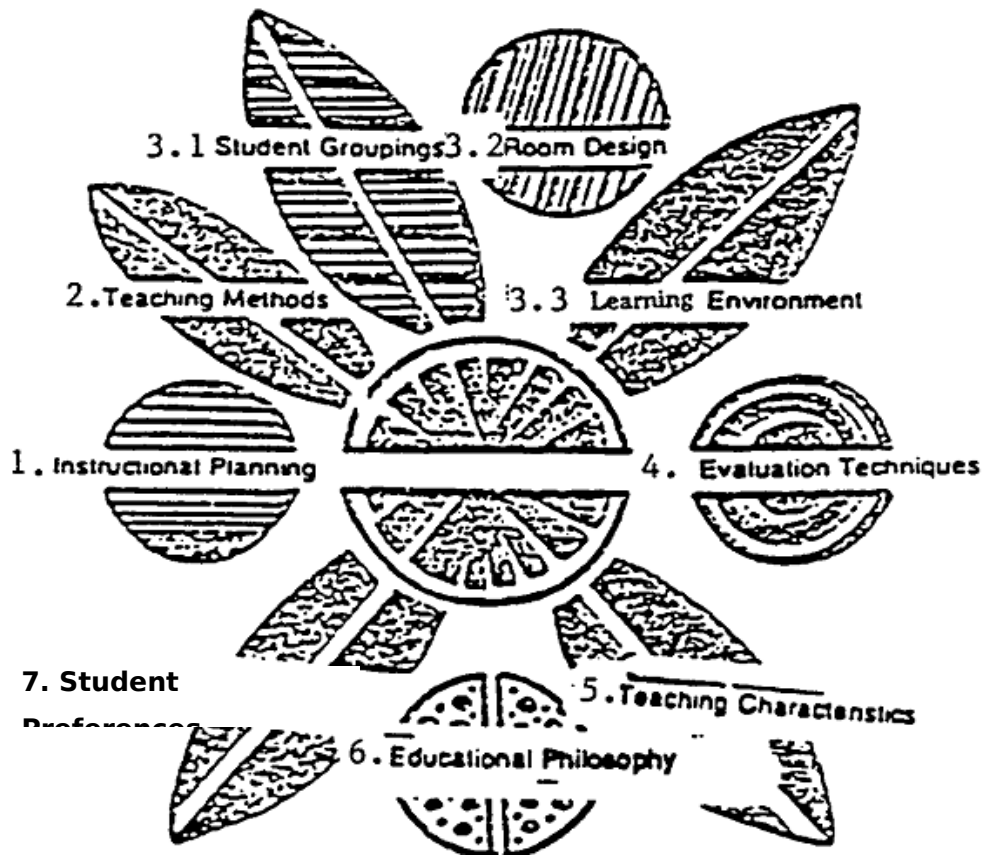
#### 2.1.2.2. Nine elements of teaching styles

Dunn and Dunn (1979) figured out 9 elements of learning styles as follows:

<b>Elements</b>	<b>Definition</b>	<b>Assessment method</b>
<b>Educational philosophy</b>	Teacher’s belief in some specific forms of instruction	Not observable
<b>Student preferences</b>	Kinds of students teachers prefer	
<b>Instructional planning (Planning techniques)</b>	Diagnoses, prescriptions and evaluation completed for students	Classroom observation or examination of records, student assignments and work
<b>Student</b>	How a teacher permits learning to	Observable

<b>groupings</b>	occur sociologically	
<b>Room design</b>	The ways the teacher uses instructional areas to match the learning needs of students	Observed and rated against clearly stated criteria
<b>Teaching environment</b>	How instruction is scheduled, the number and kinds of option available to students (mobility, multilevel resources)	Observable
<b>Teaching characteristics</b>	The values and standards a teacher holds through the operational approaches used to transmit them (teacher's degree of flexibility, what and how much is taught, the amount of direction and supervision provided)	
<b>Teaching methods</b>	The methods a teacher uses to instruct students in the lesson	
<b>Evaluation techniques</b>	How a teacher determine student achievement	

*Table 5. Nine elements of teaching styles*



*Figure 3. Nine elements of teaching style*

(Source: K. Dunn and Frazier, 1990)

In this paper, teaching style was not the only focused issue but rather be in relation to students' learning styles. Therefore, the researcher did not cover all the elements of teaching styles but choosing the most important and relevant ones to the accommodation of learning modalities.

The first two elements "teaching philosophy" and "student preferences" were not observable. Actually, they were difficult to be assessed objectively. The reason might lie on the fact that these two factors were not teachers' actual classroom behavior. They just determined and underlay the instructional approaches (Zahorik, 1986, cited in Dunn and Frazier, 1990). Educational philosophy was the specific beliefs regarding basic elements of education. It was noted that teachers were likely to believe in the instructional form which they did not apply or they might practice the methods without their beliefs. Likewise,

teachers usually preferred the students they were not currently teaching (Dunn and Dunn, 1979).

The “instructional planning” encompassed teachers’ diagnosis and prescription for each student or group of students (Dunn and Dunn, 1977, cited in Dunn and Frazier, 1990). This element happened in the before-class phase in which teachers diagnosed students’ characteristics, selected objectives and instructional as well as management strategies rather than being expressed during class.

For the “teaching environment” and “room design”, Dunn and Dunn also reported that these elements could be easily accommodated, no matter what style the teacher had, with a little flexibility and understanding of the situation. “Evaluation techniques” would not also be included into account since it appeared after learning process rather than during the learning process in which students’ learning styles needed being accommodated more.

On account of the above reasons, the researcher would study teaching styles through just three of its elements “student grouping”, “teaching characteristics” and “teaching methods and techniques” which happened actually in class and indicated teachers’ accommodation to students’ learning styles.

### **2.1.2.3. Accommodation of learning styles: “Matching” and “mismatching” hypothesis**

One of the most common recommendations which were suggested by the related studies in the learning style field was to adjust teacher’s teaching style in order to match the students’ different learning styles for better academic achievements.

Some studies relevant to the matching hypothesis have been recited in Willing (1988) as follows:



1. Saracho and Dayton, 1980: Students taught by teachers of the same cognitive style type will do better than if they are taught by the opposite type.
2. Hartnett, 1981: 'Analytical' students will learn more under a 'step-by-step' treatment, while 'holistic' students will learn more with an 'all-at-once' teaching approach; thus: same-style matching.
3. Hansen and Standfield, 1982: same hypothesis as above.
4. Renninger and Snyder, 1983: same hypothesis as above.

Many authors noted clearly that their observation and research in a large sample indicated students' progress in their achievement and motivation when their teacher's teaching style matched the needs of their preferences (Dunn and Dunn, 1979; Felder and Silverman, 1988; Lawrence, 1993; Oxford et al., 1991; Sabeh et al., 2011, Luu, 2011).

Luu (2011) agreed on this view that matching could be used by novice teachers or poorly-prepared teachers to appropriately teach different learning styles. Furthermore, this researcher also pointed out that matching would become a barrier for the teachers who were experienced and sensitive to help students learn in some new ways and practice new aspects of thinking and working. The continuous mismatch between learning and teaching styles in a certain period of time was likely to stretch students' learning preferences into new ones. Thus, Luu claimed that the knowledge of learning styles could be useful for teachers to design the suitable strategies basing on either match or mismatch.

### **2.1.3. Textbook adaptation**

### **2.1.3.1. Definition of textbook adaptation**

Textbook adaptation can be defined as “the altering of material (i.e. textbook) to improve or make them more suitable for a particular type of learner or group of learners” (Dickinson, 2010).

According to Richards (2005), adapting textbook is a process in which teacher personalizes the assigned textbook to meet the needs of a particular group of students.

### **2.1.3.2. The necessity of textbook adaptation**

Textbook plays an important role in most language programs (Richards, 2005, cited in To and Nguyen, 2010. In the context of Vietnam that students were tested in the same way at both school and national level, textbook would guarantee students from different classes or different regions have gained similar content according to national curriculum.

Despite its importance, textbooks are usually criticized for its inauthenticity, content distortion (compared with the real issues) and especially a mismatch between students’ preferences/interest and textbook content. Therefore, Richards (2005, cited in To and Nguyen, 2010) has claimed that “learning how to use and adapt textbooks is (...) an important part of a teacher’s professional knowledge”.

Regarding to this research about students’ learning preferences, textbook which cannot be omitted completely should be necessarily adapted to cater for students’ different learning styles.

### **2.1.3.3. Adaptation methods**

According to Gabrielatos (2004, cited in To and Nguyen, 2010), there were five ways for teachers to adapt their textbook. The writer also provided the reasons which may encourage teachers to use one of these adapting methods as in the following table:

<b>Omit because ...</b>	<ul style="list-style-type: none"><li>• Learners are clear about a language point</li></ul>
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	<ul style="list-style-type: none"> <li>• Learners are competent in a skill</li> <li>• There are too many tasks on a particular area</li> <li>• The item/ area concerned is not a priority</li> <li>• The item/task is not well designed</li> <li>• The item/task is not well suited to its aim(s)</li> <li>• The topic is not appropriate for learners</li> </ul>
<b>Re-order or combine to ...</b>	<ul style="list-style-type: none"> <li>• Match my (teacher's) aims</li> <li>• Use a practice task for lead-in and elicitation</li> <li>• Revise an area earlier than the textbook does</li> <li>• Compare and contrast areas</li> <li>• Provide thematic unity</li> <li>• Provide an appropriate follow-up</li> </ul>
<b>Replace because ...</b>	<ul style="list-style-type: none"> <li>• Texts are of appropriate length</li> <li>• Materials are inappropriate to the aim</li> <li>• Materials are inappropriate to the learners' age/ experience</li> <li>• Materials are unclear/confusing/misleading</li> <li>• Tasks are badly designed</li> </ul>
<b>Add because ...</b>	<ul style="list-style-type: none"> <li>• Areas are not covered sufficiently</li> <li>• Texts/pictures/tasks are not provided</li> <li>• Texts/pictures/tasks are fewer than needed</li> </ul>

(Adapted from Gabrielatos, 2004)

Lee and Adamson (1993, cited in Lee et al., 1998) suggested four strategies for adaptation, known as LARA:

- Leave out the irrelevant or unsuitable content;
- Add materials if a topic is inadequate covered;
- Replace the content and/or method with more suitable ones;
- Adjust the content and the method to the needs of students.

McDonough and Shaw (1993, cited in Lee et al., 1988) put forward the following techniques for adapting materials (1) adding, including expanding and extending; (2) modifying, including re-writing and re-structuring; (4) simplifying; and (5) re-ordering.

## **2.2. Related studies**

### **2.2.1. Learning style field in the world – a controversial issue**

In the psychological field, learning style hypothesis has been facing with a great deal of criticism as well as the support from the researchers.

The idea of learning styles and the instruments of identifying an individual's preferences have been popularly believed around the world with the support of much research on this issue. In 2004, the 170-page report by Coffield and his fellows of Learning and Skills Research Center at Newcastle University was remarkably published. This report which was considered as the most thorough review of learning styles theory had recited up to 71 models of learning styles (analytic vs. non-analytic; visual, auditory and kinesthetic; verbaliser vs. visualiser; field-dependent vs. field-independent; etc.) developed by different researchers at different time during the last 50 years. Seventy-one (models) is certainly a big number which can indicate the researcher's great interest in the issue of individual differences. All the developers of those models had undertaken quite a lot of studies and investigations which then became the justifications for the learning style hypothesis itself.

Coffield (2004) also had to admit his surprise once reviewing the extensive body of the research on this field undertaken over the last 30 years. He had given three examples 1) David Kolb (2000) providing the bibliography of research conducted since 1971 on experiential learning style with 1004 entries 2) the bibliography on Dunn and Dunn's website of Learning Styles Questionnaire (LSQ) including 1140 entries and 3) 2000 articles writing about the Myers-Briggs Type Indicators within 10 years (1985-1995).

However, those who are opposed to the learning style theory have given numerous counter arguments to claim that learning style does not exist. Coffield (2004) has clearly categorized these opponents of the theory into two groups: one which accepts the basic foundation

(differences in individual's learning) but refuses the models or the characteristics of each model, and the other refuting all the theory's premises, findings, implications as a whole. The opponents' refutations can be summarized and presented as follows:

First, in spite of the extensive research on the field, these studies' reliability is highly questionable. The vast body of the research which has mostly been conducted in a qualitative method could provide few empirical statistics to back their findings or conclusions.

Second, the measurements of students' learning styles are quite subjective and ambiguous. One of the fundamental objectives of the research concerning the learning style hypothesis is to categorize and measure students' preferences. In fact, the measurements turn out to be the students' "subjective judgments when they report on themselves". Moreover, some test items have been listed to prove the ambiguity of the leading tests. For example, "I often wear a sweater and jacket indoors" quoted from Dunn, Dunn and Price's instrument is accused of ignoring "the socio-economic, cultural and even geographic context of the learner" because this item could be answered identically by middle-class Londoners and the poor in Siberian with no matching sense related to learning other than the financial and weather reasons.

Finally, Furnham, Jackson and Miller (1999, cited in Coffield, 2004) have found that just 8% of the variance in test scores may be affected by different learning styles. Therefore, it is suggested that the scientists should now put more effort into researching the other 92%.

In general, learning style hypothesis is still highly controversial. Both sides towards this issue appear to be appealing and compelling with their own evidence. However, the researcher was more in favor of the belief in the existence of the learning styles because of personal experience, observations and convincing theories of learning styles.

### **2.2.2. Learning style field in Vietnam – a neglected issue**

This may be a superficial statement, but there seemed not to be much access to scientific research on learning styles by Vietnamese authors or perhaps there were not a lot of studies on this learning style field. The researcher had tried to look for the related studies on learning styles in the context of Vietnam on the Internet. However, this did not work out to find so many relevant papers, except for the journal “Matching and Stretching Learners’ Learning Styles” by Luu (2011) published on Journal of Language Teaching and Research.

This action research by Luu (2011) was conducted among 168 students in their intermediate or low upper-intermediate level of English in the University of Social Sciences and Humanities, HCMC (USSH - HCMC) and 12 teachers in Center for Foreign Languages of USSH – HCMC. The research aimed at exploring the extent to which teachers understand their students’ language learning styles and teacher-student style mismatch in Vietnamese EFL classrooms, which have brought about students’ dissatisfaction and low performance. Using learning style questionnaires (44 closed-ended questions by Solomon and Felder, 1999), class observation instrument by Wajnryb (1993), and feedback discussion with teachers and students, the article reported that the majority of the participating students in the research had visual learning preferences. Besides, both matching and mismatching between teaching and learning were found in these classrooms. Afterwards, some teaching strategies to different learning styles were offered by the writer. Subsequently, Luu claimed that his research helped Vietnamese EFL teacher to understand students’ learning styles in Vietnamese EFL classrooms. As a result, they could select the suitable strategies to match or mismatch (to stretch students’ learning modalities) in order to enhance students’ good performance and their satisfaction.

In attempt to review on more studies in the same context, the researcher also looked for the bachelor theses on learning styles stored in the library of the Faculty of English Language Teacher Education (FELTE, ULIS). Doan (2010) in her thesis had studied the similar issue to this paper among the sample of grade 10 students in Le Hong Phong high school, Nam Dinh. To answer two research questions: “what are the language learning style preferences of grade ten students in Group A at LHP?” and “to what extent are teachers aware of their students’ language style preferences?”, Doan had pointed out that most of the students (35 students in total) showed their preference for visual learning styles, which was the same as Luu’s findings (2011, p.290). The teachers were reported to be aware of their students’ learning styles in some cases (preferences in groupings, verbatim translation) but wrongly understand these modalities (preference for reading and taking notes, getting high marks).

These above mentioned studies had somehow contributed to an important and researching-worthy field in EFL teaching. However, the number of the studies like these was a humble one while this complicated field needed more careful and exhaustive investigation to avoid any negative effects. Moreover, in spite of the helpful contributions of the research, the limitation was inevitable for every thoughtful study. Doan’s research appeared not to be consistent in choosing a model of learning styles. Therefore, it was quite confusing when the collected data were analyzed for final findings. For example, her questionnaire questions were not well-designed. In question 2 “Do you like learning”, Doan offered 6 options and two last questions were overlapped: e) by listening and taking notes and f) by reading and making notes. If taking notes could be found in both, how would the result be drawn? In addition, listening was considered as a favorable activity for auditory learners

whereas taking notes was usually for tactile learners (Dunn and Griggs, 2003) (see Table 3).

Such limitations had offered the researcher a gap to fill in by this paper with different methods and analyses on a different target population.

### **CHAPTER 3: METHODOLOGY**

Following chapter 2 which provides the clarification of the key terms and the relevant literature on the subject matter, this chapter 3 is written to inform readers about “all aspects of the study” (Mackey & Gass, 2005), including the information of the participants, the description of the chosen instruments, together with the procedures of data collection



and analysis. Having enough informative details in what methods the study has been undertaken, readers are believed to be able to understand, form their well-informed opinions and then probably judge the reliability and validity of the research on their own.

### **3.1. Participants**

This paper was not a group research but rather a case study which was supposed to provide the detailed descriptions of a specific population. Because of the complexities of the research field, the study could not cover a large sample, but should employ just a few participants. Actually, the participants of this research involved a grade 10 class with 24 students and their teacher of English to collect the needed data.

#### **3.1.1. Grade 10 students**

An English-specializing grade 10 class with 24 students in FLSS had been selected as the participating students in the research.

As stated in the rationale for the study, it was a small chitchat with some grade 10 students of FLSS which had aroused the researcher's curiosity about the learning style issue in the context of FLSS. That was the first reason why FLSS was selected among other high schools in Hanoi. Moreover, the researcher chose FLSS because of its proper geographical location and its good reputation of teaching and learning English for years. FLSS was the high school belonging to VNU just like the researcher's university ULIS. Thanks to that connection, ULIS and FLSS were located at the same place. This close geographical feature seemed trivial at first. In fact, it brought more chances for the writer of this study to come to the school more often and conveniently. Thus, up to 10 periods of English had been observed in the targeted class. Last but not least, FLSS was quite famous in Hanoi for its good quality of EFL teaching. The researcher hoped to find out the secret key of success behind. Besides, it was assumed that the students at higher level

somehow could reflect the preferences in their learning better than those in lower level.

In FLSS, there were 4 English-specializing grade 10 classes. One of them followed fast-track program because the students' ability in this class was much better than in the other classes. This class did not become one of the options at once because of its uniqueness and distinction.

The 3 other classes were mainstream ones whose textbook was English 10 (Intensive). Out of these classes, the researcher selected randomly class 10I in which there were 54 students. These 54 students learned together in the same classroom for every subject except for English. Whenever they had English, the class was divided into two smaller groups, one with 24 students (Group 1) and the other with 20 students (Group 2). Each group was taught by a different teacher of English. Because of the nature of the case study, either of these smaller groups was taken as the participants. The writer asked both of the teachers for their permission to carry out the study in their classes. The teacher of group 2 showed her reluctance whereas the other teacher was quite willing to support the implementation of the research in her class. As a matter of fact, group 2 with 24 students (and their teacher) were selected. From now on in this research, group 2 would be mentioned as class 10I.

There were 24 students in the targeted class, 19 females and 4 males. According to their teacher's judgment, they were at an average level of English; some may be better than others. The students' typical characteristics were cheerful, active, group-oriented, and studious.

### **3.1.2. A teacher of English**

Because the research aimed at investigating the relation between teaching and learning styles, the involvement of the chosen students' teacher was so essential. As mentioned in the previous part, the teacher of

English of class 10I was quite willing to take part in the research (reason for the choice of the student participants), which could improve the reliability of her response towards the interview and her behavior in the classroom.

The teacher had been teaching in FLSS for 8 years (since 2003). She gained her master degree of English language teaching and applied linguistics in the UK. She was in charge of teaching English in 10I from the beginning of their school year so she had spent nearly two semesters (about 8 months) approaching and understanding these students.

## **3.2. Research Instruments**

### **3.2.1. Questionnaire**

As suggested by Dörnyei (2003), questionnaire has always been used as one of the most common methods of data collection in both quantitative and qualitative studies on account of the ease of questionnaire construction and its efficiency. A well-designed questionnaire could save researcher's time, money and effort, but still manage to obtain a great deal of needed information "in less than one hour" and "in a systematic manner" (pp.9-10).

Also, according to Dörnyei's book focusing on questionnaire issue, questionnaire can be classified into three types about the respondent: factual, behavioral and attitudinal. The questionnaire which was used in this research for the purpose of identifying the student participants' learning preferences was, therefore, the attitudinal type, specifically concerning the respondent's interest (preferences for particular activities).

Despite the popular use of questionnaire, there was a false assumption in constructing a questionnaire as Oppenheim (1992, cited in Dörnyei, 2003) pointed out that people with a normally-functioning brain could create a questionnaire on their own. In fact, this thought was in most cases wrong; it mistook daily questions for a well-designed

questionnaire as a research method. Not everyone, actually, could design a good questionnaire to elicit the needed information. Unfortunately, a bad questionnaire may make a topic-interesting research terribly fail (Dörnyei, 2003). For this reason, the researcher decided to adapt Perceptual Learning-Style Preference Questionnaire (PLSPQ) developed by Reid (1984) as the measuring instrument of students' learning styles, particularly for learners of foreign language.

The survey was validated by the split-half method. Originally, one subset of the learning styles consisted of 10 statements which then were reduced into 5 each after a correlation analysis. As noted by Sabeh et al. (2011), Reid's PLSPQ had been used widely in numerous studies and therefore, its validity and reliability have already been guaranteed. The "user-friendly" PLSPQ consisted of 30 randomly-ordered statements which should be responded on the 5-point Likert scale ranging "strong disagree to strongly agree". Some questions were repeated to increase the internal consistency of the questionnaire after being paraphrased a bit.

For those above reasons, the PLSPQ was selected as the instrument of this research. However, the modifications which had been applied in the questionnaire such as replacement (question 15), translation (question 16) and exemplification (question 17) were needed to avoid ambiguity, prevent misunderstanding and clarify the meaning respectively. The questionnaire was not entirely translated into students' L1 (except for the instruction and the in-bracket translation of Question 16) because the language use in each statement was quite simple and easy to understand. Moreover, if some repeated statements were in Vietnamese, the students would easily find out and consider them as "the ridiculous trick"

The PLSPQ questionnaire also included its scoring sheet which guided the user how to elicit the respondent's learning styles via 30 questions.

Owing to the researcher's assumption of the students' unfamiliarity with the key term "learning styles", a brief explanation was provided in the introduction part, together with the assurance of confidentiality.

### **3.2.2. Interview guidelines with teacher and students**

As recommended by Dowsett (1986, p.53, quoted in Nguyen, 2009), semi-structured interview was selected in this research on account of its flexibility, and its possibility of efficient data elicitation. This type of interview was an ideal way to obtain the information as well as the internal thoughts effectively. Some guiding questions were prepared in advance in order to orient the novice interviewer towards the purpose of the interview and avoid off-track questions or interview pause. Besides, the interviewer was also free to react to the interviewees' response by encouragement (could you tell me more about that part?), clarification (I am not sure - could you explain that some more?) or redirection to the subject matter (that sounds great but back to our main discussed issue).

### **3.2.3. Interview with the teacher**

The purpose of the interview with the teacher was clearly determined by the researcher before the guiding questions were made so that the interview could elicit the valuable data about the teacher's awareness and accommodation to her student's learning style differences. All the questions were in the form of open-ended ones which were supposed to be able to draw out more information from the interviewee. As directed by the objectives, the interview guiding questions were divided into three main sections, namely background information, teacher's awareness of student's learning styles and teacher's accommodation to learning style differences. In the first section, some information was asked not to reveal who that person is but identifying him or her as a relevant participant in the research (occupation, working place, teaching experience year). This was followed by the second section

of checking whether the teacher was aware of her students' preferred learning styles and how they valued this awareness. Finally, the teacher was asked how she had catered for the various learning styles when teaching English in the classroom. The third section was considered most carefully. For the part of teaching styles, the questions were designed to discover 3 out of 9 elements of teaching styles: ***student groupings, teaching characteristics and teaching methods.***

Pilot testing was undertaken and afterwards the questions were revised with omitting some irrelevant questions and adding some more.

#### **3.2.3.1. Interview with students**

The interview with students was conducted for the purpose of confirming (or disregarding) the questionnaire's results, teacher's response to interview questions and classroom observations from students' perspective. This was considered important because our education system had already employed learner-centered instead of teacher-centered approach as before. Therefore, the evaluations and comments by students were necessary to judge the effectiveness, accuracy or unsuitability of a teaching method.

The interview questions were prepared beforehand. These questions were classified into three big sections: 1) background information which could help to associate the students' interview answers with questionnaire response and make necessary comparisons, 2) self's learning style which was used to elicit their learning preferences orally and 3) evaluation on the observed lessons which extracted their opinions towards what had happened in the lessons observed by the researcher.

#### **3.2.4. Classroom observation checklist**

The observation was used to investigate how the teacher accommodated her students' preferred learning styles in the classroom in terms of teaching methods and material use. Besides, the students'

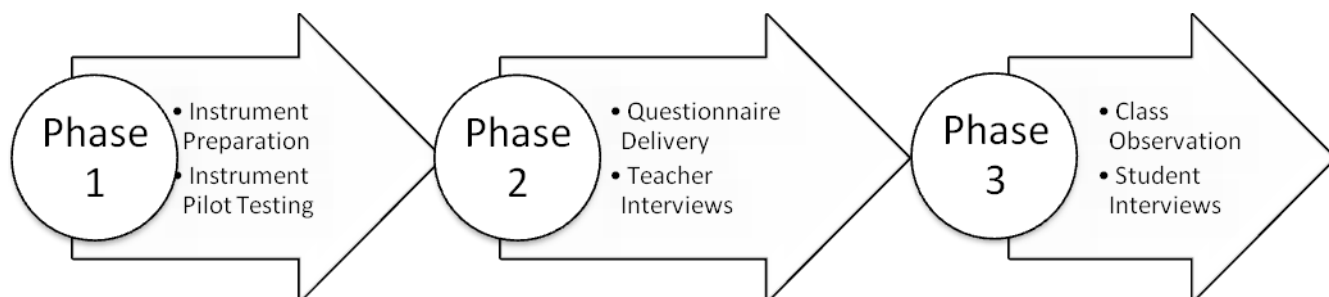
reactions (behavior and attitudes) were also simultaneously recorded in written narrative form as the evidence of a range of learning styles and their evaluations which were also elicited in the interviews.

According to Wajnryb (1992), after the purpose of observation was identified, observer should decide the facets of the central topic which he or she wanted to deal with to find the relevant information. Therefore, once considering the objectives, the researcher focused on the learner, the lesson, the teacher and materials when observing the class. These concentrated facets were realized in the observation checklist (see Appendix 10).

After consulting the supervisor, the checklist was revised by adjusting the focus of observation. It was suggested to observe the teacher's and her students' behavior and attitude in the lessons, while materials should be considered later to avoid observing too many at one time which may cause the inefficiency.

### **3.3. Procedure of data collection**

In order to achieve all the objectives by finding the answers to the three research questions, the data collecting process were carried out through the following three phases:



***Figure 4. The planned procedure of data collection***

### **Phase 1: Instrument preparation and pilot testing**

In this first stage, the researcher prepared all the necessary materials which were used as the research instruments such as questionnaire, interview questions, and class observation checklist.

Initially, a questionnaire was developed on the basis of the existing learning style instruments. Although numerous studies which had created their own learning style inventories to identify the sample's learning preferences could be found, this paper did not use one of them entirely because of the unique features of the participants. Some reliable and valid inventories were selected and then modified to create the appropriate questionnaire for this research. Afterwards, the questionnaire was piloted with three grade 10 volunteers whose responses were then taken into account to make the essential changes in the questionnaire items before they were conducted widely among the sample group.

Simultaneously, the interview guideline questions with teachers and students, and a classroom observation checklist were also designed to investigate the teachers' awareness and their accommodation with



different learning styles in the class as well as the accommodation evaluated from students' point of view.

The interview questions with teachers were then tested with a co-trainee teacher in ULIS beforehand.

Besides, some interview questions for students were also made based on the observation checklist and interview questions for teacher. The interviews for students were included in the research to confirm their learning styles and how they evaluated the observed lessons. Those questions with students were tested among three grade 10 students in advance.

### **Phase 2: Questionnaire delivery and interviews with teachers**

Subsequently, after revised basing on the pilot, the questionnaire was administered to the students of class 10I after a brief introduction of the topic and the objectives of the study, and the confidentiality promise were given out explicitly among the participants. Every arising question was answered carefully at once to avoid the misunderstanding of the questionnaire items. In the next step, the researcher collected the responded questionnaires; the ones with any unanswered items were disregarded while other completely-answered ones were analyzed to identify the students' preferences of learning. The result of this analysis was used to answer research question number 1 (*What are the learning style preferences of the involved students?*)

After the questionnaire was collected, the researcher invited the students' teacher of English to attend an interview to check whether the teacher was aware of her students' learning style differences and she had accommodated these various preferences. Before the interviews, the topic and objectives of the study as well as the purpose of the interview were given to obtain the consistent understanding between the interviewer and the interviewee. However, the key terms were not explained clearly as in

the students' questionnaire to avoid affecting the interview result according to the researcher's biased thought. In addition, the confidentiality promise which protected the respondents by referring to them anonymously in the research was also stated for the interviewee to openly answer the questions. Nevertheless, because the teacher was quite busy with her own business, the researcher and the teacher could not arrange a meeting for the oral interview. Therefore, these questions were sent to the teacher via email in the written form. The teacher answered and sent these responses back. For any information which was ambiguous or vague, the researcher asked for the teacher's further explanations when both met each other at school (the research went to the FLSS for the classroom observation). The information obtained from the interview was taken into account for research question 2's sake.

### **Phase 3: Class observation and interviews with students**

Following the previous phases, the researcher asked for the permission to observe the class in person in order to check how the teacher accommodated the students' learning preferences in their process of acquiring English in reality and what responses students might have towards the accommodation. Using the ready-made classroom observation checklist, the researcher took notes during the lesson which then were considered more seriously at home to interpret the way the teacher accommodated the individuals' learning style differences. This interpretation was supposed to directly answer research question 2 and 3. After the lesson, the information drawn out from the observation written record was analyzed under the light of these questions:

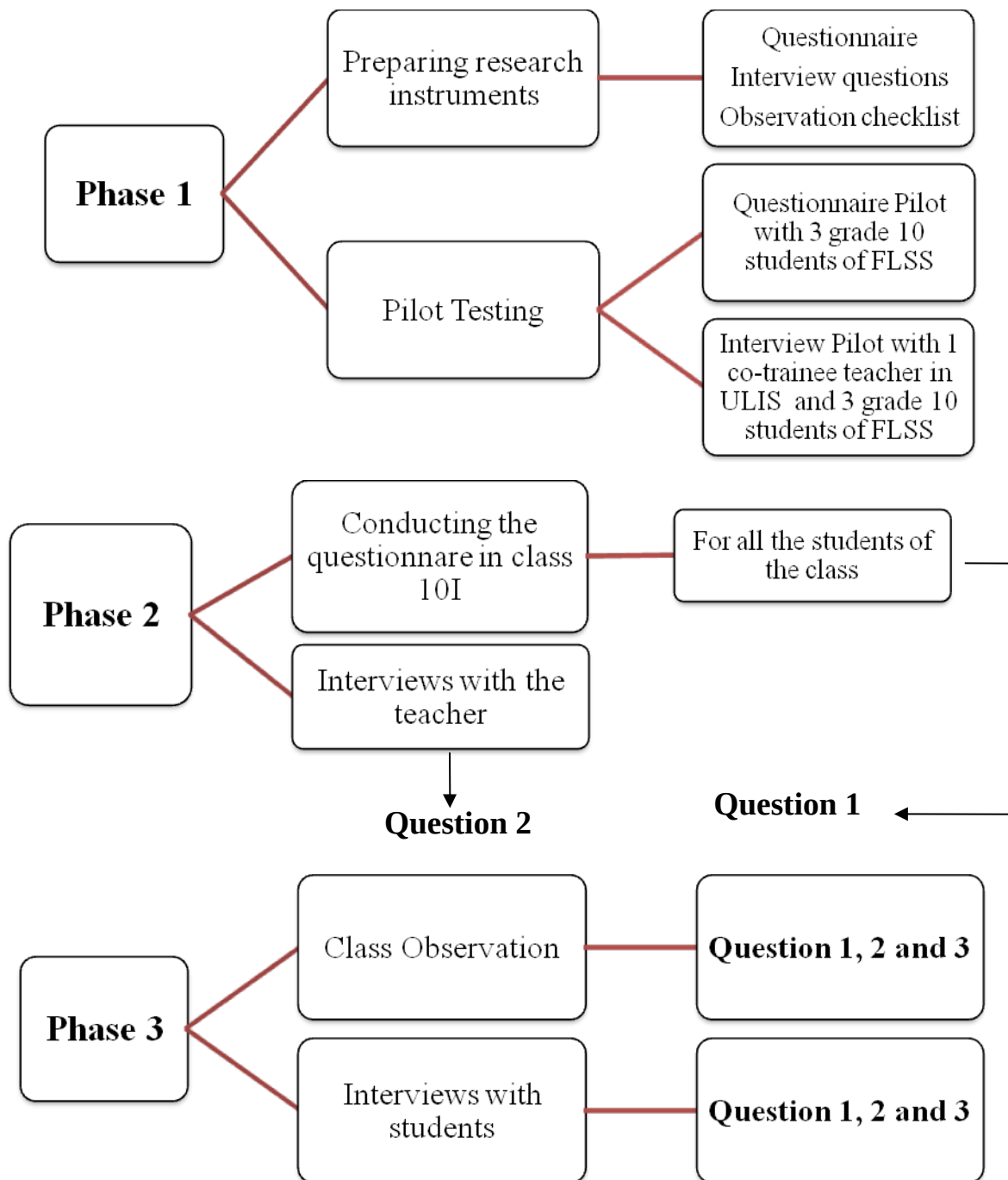
1. Was there any evidence of a range of learning styles among the students in terms of how they reacted to the lesson?
2. Was the teacher's planned teaching methodology compatible with learners' own learning style?

### 3. What materials were used to cater for different learning styles?

To guarantee the reliability of observation instruments, 10 periods in total had been observed for 3 continuous weeks

After the observations, the interviews were conducted with 6 students who had experienced the observed lesson with the teacher to obtain an insight into their internal attitudes, their evaluation of the lesson (teacher's teaching style and the used material), and to clarify the results of their learning styles gained from the questionnaire. Before the interviews, the objectives and the explanation of some necessary key terms were given again to prevent any possible misunderstanding. Moreover, the assurance of a strict confidence (anonymity) was emphasized for the interviewed students to freely express their opinions and attitudes during the interview. All the interviews were recorded with a tape-recorder for the purpose of transcribing later on the condition of all these students' permission. Additionally, note-taking technique was made use of to record the most central answers and reject the off-track statements.

These three phases which have been mentioned above can be mapped into a flow chart as follows:



**Figure 5. The procedure of data collection**

### **3.4. Procedure of data analysis**

After three phases using the above-mentioned instruments, the collected data were analyzed in order to answer the three research questions about students' learning preferences and their teacher's accommodation to these learning style differences.

As planned simultaneously as the researcher chose the suitable instruments of the research, the results taken from the PLSPQ was used to answer the first question of identifying the students' learning style variety in a six learning preference range. Meanwhile, data from interview with the teacher, students and class observations were supposed to provide the understanding of the extent to which the teacher catered for her students' learning styles in class. Finally, the result found out from these questions would support for the researcher's implications for teacher's teaching style and material adaptation in the classroom (see Chapter 5\_Conclusion)

Initially, the first question of students' range of learning styles in the chosen class was answered with the results from the PLSPQ. Each answered questionnaire was scored in the following manner: 30 statements were grouped into 6 categories according to 6 learning styles (visual questions – question 6, 10, 12, 24 and 19; auditory questions – question 1, 7, 9, 17 and 10; kinesthetic questions – question 2, 8, 15, 19 and 26; tactile questions – question 11, 14, 16, 22 and 25; group questions – question 3, 4, 5, 21 and 23; and individual questions – question 13, 18, 27, 28 and 30). Each option in the rating scale was awarded with different numeric value as follows:

<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Strongly	Agree	Undecided	Disagree	Strongly

Agree				Disagree
5 (points)	4	3	2	1

For each question group, after scoring all its five statements, add all the values together, then multiply the result by two and finally, use the total to rank the learning style (name of the question group) as major, minor or negligible one basing on the below scale:

<b>Major learning style(s)</b>	38 – 50
<b>Minor learning style(s)</b>	25 – 37
<b>Negligible learning style(s)</b>	0 – 24

(see Appendix 3)

After each student’s learning preferences were identified, bar charts were employed to compare figures and illustrate the different percentage of students’ preferences in 6 different learning modalities. The results were to be confirmed by the proof in the interviews and observations if relevant.

Regarding to the second question of teacher’s accommodation to learning styles, teacher’s responses in the interview and evidence from classroom observation were quoted when necessary.

For the third question, classroom observation and interview with some students were used as the main source of the answers.

Moreover, both interviews and observations partly provided the information to check the results of learning styles obtained from PLSPQ.

## **CHAPTER 4: RESULTS AND DISCUSSION**

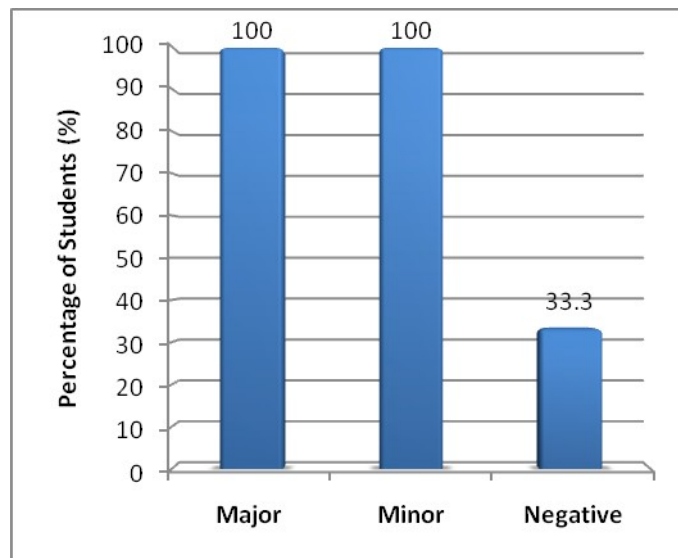
If chapter 3 has represented the selected instruments as well as the procedure data were gathered from the research sample and analyzed then in this chapter the results obtained in the analysis are verbally described in the written form, and also visually illustrated in charts, figures and tables. The chapter consists of result section, which provides objective descriptions of the collected data, and discussion section, which is more interpretive and explanatory in light of research questions. In fact, these two sections would not be found separately in the chapter. The researcher has chosen to weave results and discussion together to supply the readers with an uninterrupted flow of the results, possible explanations for the results, and then a comparison between the findings and those found in earlier studies.

#### **4.1. Research question 1: The different learning style preferences of EFL students in grade 10 of FLSS**

Following the procedure of gathering the needed data, 24 PLSPQs were delivered to the students to identify their learning styles, the results of which then provided answer to research question 1 of these students' preferences in learning styles. After the students finished answering the 30 self-report questions right in class, all of the questionnaires were returned immediately and then checked their completeness before being taken into the analyzing stage of the study. Of 24 questionnaires given back, there were none of them left in incomplete form. In the other words, all the questions were answered and so qualified to be worth analyzing afterwards (100% response rate).

The questionnaires were analyzed according to the method which had been presented in Data Analysis (Chapter 3\_ Methodology). The students' answers to the questions helped to reveal their learning styles (visual, auditory, kinesthetic, tactile, group and individual) which were then classified into three categories named major, minor and negative

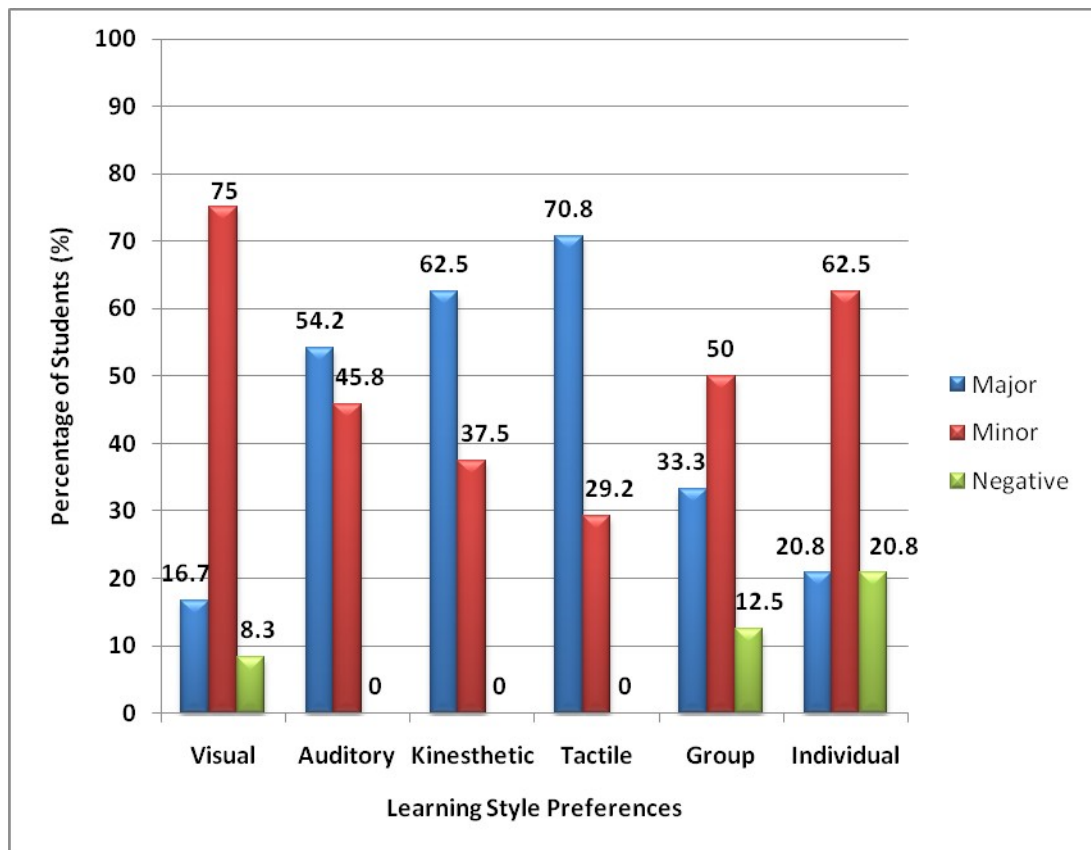
(learning styles). Major learning style(s) indicates that students can learn best with the preference(s); students can still “function well” if they are directed to learn with the minor learning style(s) whereas negative preference(s) indicates that students may have difficulties in learning (Reid, 1987). In this study, all students (100%) have their “major” and “minor” preferred learning styles, but only some of them, accounting for 33.3%, also have “negative” preferences in visual, group and individual learning styles as follows:



**Figure 6. The distribution of major, minor and negative learning styles**

The students’ learning preferences and their performance in each learning style are displayed in Figure 6





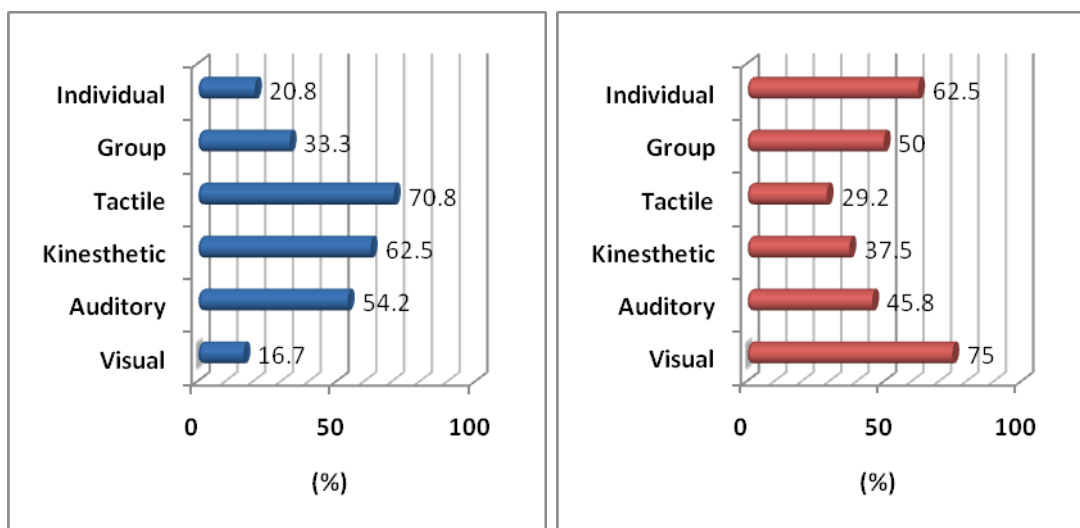
**Figure 7. Students’ Perceptual Learning Style Preferences**

The above chart shows the different distribution of 6 learning styles into three categories major, minor and negative preferences.

Surprisingly, the most outstanding learning styles which students have as their major preferences turn out to be the learning styles which account for the lowest proportions of the students in minor style group. For example, up to 70.8 % and 62.5 % of the students were identified to have “major” preferences in tactile and kinesthetic learning styles respectively while these two learning styles just constitute the least significant percentages of the minor group (tactile – 29.2% as the lowest and preceded by kinesthetic with 37.5%). This interesting coincidence can be seen more clearly from the following charts illustrating major and minor groups separately in contrast:

**Major**

**Minor**



**Figure 8. Students' major and minor learning styles in contrast**

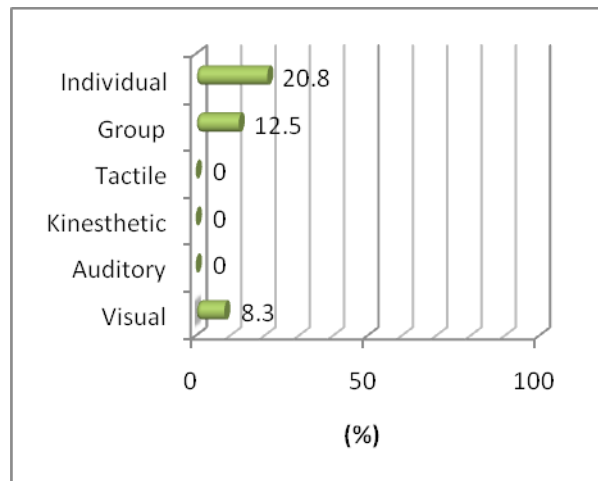
It is quite clear from Figure 7 that just over half of the students show their major preference in auditory (54.2%) as compared to 70.8% in tactile followed by kinesthetic learning styles with 62.5% of the students. On the other hand, group and individual learning styles are not favored by a lot of students, and from the questionnaire analysis visual learning style makes up the lowest proportion of major style group for just 16.7%.

For the minor group, there is an order reverse in the rank of the most representative and least popular learning preferences. There are just 29.2% of students who can still learn well in tactile learning as opposed to 50%, 62.5% and 75% in group, individual and visual learning styles respectively.

Sabeh (2011) had conducted the same questionnaire abroad to measure students' learning styles in her research. For negative group, she claimed there were very few students who had difficulties in using the different learning styles. In contrast, this study found 33.3% of the involved students who had chosen quite a number of Strongly Disagrees (SDs) for some statements in the questionnaire. This shows that there are some learning styles in which these students do not prefer learning. Specifically, as can be seen below, the highest proportion of "negative" is

found in individual learning style (20.8%). 12.5% indicates some students get into trouble if they have to work in groups as well as the percentage is approximately 8.3% for visual learning difficulty. Tactile, kinesthetic and auditory, which quite a lot of the students majorly prefer, do not comprise any percentage of this negative group.

### Negative



**Figure 9. Students' negative learning styles**

In short, it could be noteworthy that every student who took part in the survey does have particular preferences. Moreover, they do not just have one but multiple learning styles. This was also recognized by the teacher and she confirmed this awareness through her response to one of the interview questions:

There are 24 students in my class and all of them must have different learning styles, which is illustrated through different capacities and results they obtain when participating in various activities of learning English listening – speaking – reading – writing or doing vocabulary, pronunciation and grammar exercises.

(See Appendix 6\_Line 25-29)

Out of 6 learning preferences, tactile followed by kinesthetic and then auditory could be regarded as the most popular and favorable among the students. These learning styles are also found as some students' minor styles and nobody finds it hard to use them in class (0% all in negative group). On the other hand, the data also indicate that individual and visual seem to be the least popular learning styles. Fewer than 20% do not enjoy learning in visual and individual work; and hence, they make up the highest "negative" percentage.

This finding was different from the related study undertaken by Luu (2011). In his research, Luu had found that visual learning style was the most popular major learning styles among the EFL students of University of Social Sciences and Humanities, HCMC. Reid (1987) also did research on the perceptual modalities of the ESL students from different countries, including some Asian countries: China, Thailand, Korea, Japan, Indonesia, and Malaysia and other western ones. The major findings in learning styles could be seen clearly through the following table:

Language	Learning style					
	Visual	Auditory	Kinesthetic	Tactile	Group	Individual
Arabic	13.75	14.06	15.09	14.53	11.51	12.84
Spanish	13.39	13.29	15.11	14.18	10.79	12.79
Japanese	12.52	12.67	13.29	13.32	10.35	12.05
Malay	12.84	13.14	14.33	13.54	12.75	11.65
Chinese	13.55	14.09	14.62	14.52	11.15	12.41
Korean	14.07	13.73	14.58	14.48	11.42	12.46
Thai	13.40	12.83	14.63	14.09	11.49	12.94
Indonesian	13.41	13.78	13.90	13.47	11.15	13.07
English	12.12	13.82	13.64	12.69	10.08	13.13

Note: Preference means 13.50 and above = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 11.49 or less = negative learning style preference.

**Table 6. Learning style preference means according to language background**

The table indicated quite similar finding in compared with this paper that kinesthetic and tactile were regarded major learning style by the students from almost Asian countries, except for Japan (kinesthetic, tactile) and Indonesia (tactile). For auditory learning style, no students from these countries showed their negative preferences for it, but either major or minor. The similarity in learning style modality between the students from the above countries and those in Vietnam could be reasoned in regard to the similar geographical locations (all in Asia), and education system (especially Vietnam and China).

The students expressed a strong preference for tactile, kinesthetic and auditory learning modalities. Firstly, the tactile students were those who had chosen mostly strongly agree or agree for question 11, 14, 16, 22 and 25 (in the questionnaire) which denoted one's preference in making models, building things and drawing - some typical characteristics of a tactile (see Chapter 2, p.17). During the observations, the researcher also realized that the tactile students were likely to fiddle with their pens, ink

erasers or pencils while studying in class. Besides, note taking was used by almost students in the class regardless of their major learning styles. As analyzed above, tactile was either major or minor learning styles of all the students because no one found it negative in their learning. This might be explained with the traditional teaching methods existing in Vietnamese English teaching until now. Even after CLT had been adapted into Vietnam context, teachers still mostly used book-centered, blackboard-centered and grammar-translation methods to teach English to their students. These methods (including blackboard and teacher's explanation) accompanied by the pressure of written tests had shaped Vietnamese students' sequential learning styles which favored note taking and rote memory. Therefore, the students were labeled tactile mostly because they preferred or, should say, were familiar with note taking rather than have other characteristics of a tactile learner such as constructing models, drawing or painting, etc. In fact, for question 11 and 22 some students had asked the researcher whether they could choose strongly agree for these statements even if they had never experienced these things but strongly believed they could help them learn better. In some informal talks with these students, they shared the fact that their teachers in primary and secondary schools just got them learn grammar and do exercises. Teachers delivered the knowledge and students were forced to take notes for the sake of learning by rote later.

Secondly, kinesthetic was ranked as the second most preferred learning styles of the students, who had strongly agreed with the questionnaire statement 2, 8, 15, 19 and 26 about self interest in moving around class, participating in activities, role-playing/simulation and experimenting new things. In the second observed lesson focusing on presentation (activity), some students had creatively made their presentations into the form of a contest or a how-to lesson in which they

played the role as MCs, contestants or teachers. Interestingly, the role playing was not assigned or suggested by the teacher but was actively created by the four students who then turned out to have kinesthetic as the only or one of their major learning styles. In the third and fourth lessons observed by the researcher, the teacher had offered an activity called “teaching simulation” which required a student to model what a teacher usually did in class such as exercise checking and answer explanation. This modeling activity was positively commented by a kinesthetic student “I thought this activity was beneficial for those who were asked to simulate a teacher but boring for those sitting as the audience. Teaching required us to think more carefully and teaching peers helped me learn better” (Appendix 9\_Line 264-267).

Last but not least, Hodges (1982, in Reid, 1987) has clearly noted that “approximately 90% of traditional classroom instruction is geared to the auditory learners. Teachers talk to their students, ask questions and discuss facts”. This demonstration in Hodges’ study seemed to explain why over half of the students indicated their preferences for auditory style. Like tactile, traditional teaching methods in primary and secondary schools attributed to the way the students preferred to learn in the post-secondary level.

On the other hand, individual followed by group and visual styles constituted the negative learning style group. The percentage of the students with negative learning styles was not so high, just about 20% for even the most negative individual learning preference. During the observation phase, it was recognized that some students actively formed pairs or small groups when doing exercises or activities although the teacher did not group them. Owing to the seat arrangement with two students in one desk, these against-individual students had a tendency to pair themselves up to discuss and exchange their ideas. One of them gave

the reason why they liked pair work, which was also the explanation for their negative attitude towards working alone, “I think the variety of group members can bring many good ideas and different viewpoints. Furthermore, we can support each other.” (Appendix 9\_Line 212-214). However, those who felt hard to learn in group and so prefer working individually provided their own compelling reason, “Working alone can avoid conflicts among members. This person wants to talk about this one but that person like that one, which can then lead to endless arguments and assignment failure.” (Appendix 9\_Line 206-208).

To sum up, the students in class 10I did have different preferences when learning. Tactile, kinesthetic and auditory were the learning styles most of them found comfortable and good to learn in, visual learning style was the minor learning modality of the majority of the class whereas these students expressed their strongest negative preference for working individually.

#### **4.2. Research question 2: the teacher’s accommodation to the students’ different learning preferences**

To investigate to what extent the teacher had accommodated her students’ learning styles which had been identified above, the interview with the teacher and 10 period classroom observations were utilized to gather the needed information in a thorough way (from two observing angles of both the teacher and the researcher). The interview responses of the teacher were sent in a written form via email and then some informal discussions were held afterwards between the teacher and the researcher to clarify the ambiguous or vague points. The observation provided the answer to the second research questions with the exhaustive information in some important aspects during the lessons: activities, materials, teacher’s purposes, teacher role, [...] and the catered learning styles. The



obtained data for this question would be analyzed to answer the question as follows:

#### **4.2.1. Teacher's opinions and awareness of the students' learning styles**

According to her responses to the interview questions, the teacher claimed that she had known about learning style terminology but also admitted she had forgot most of it. The reason could possibly be that the term was rarely required in teaching formally by the school syllabus or national curriculum. However, the teacher was aware of the students' learning differences "There are 24 students in my class and all of them must have different learning styles". Therefore, she claimed learning style was taken into her consideration when teaching as one of the determining factors "sometimes consciously but the other time, perhaps, subconsciously". Willing (1988) had noted that teacher's unconscious awareness and accommodation of learning style were quite popular, which actually one of the "three prima facie reasons for investigating the concept of learning style" (p.6). As a result, conscious or unconscious awareness of learning style was considered understandably beneficial to the students.

Despite the awareness she subjectively claimed, it could be interpreted from her general lack-of-detail answer to the second question in the first part of the interview that she might not know much about learning styles as well as any models. Though she had heard about the concept before, the awareness was not in a deep and systematic way. The assumption of her awareness seemed to be simply that 24 different people must obviously have different ways of learning (which may then be called learning style because of the name of the research)

In the initial interviews with teachers conducted by Willing (1988), the author of the book "*Learning styles in adult migrant education*" had

groups the interviewed teachers into two according to their opinion towards the importance of learning style concept. The former group consisted of those who explicitly believed that learning style does exist and played an important role in selecting teaching methods. The teachers of this group were open to learner's wishes, needs and probably "the most willing to depart from their views and training" as long as the new methods were proved to be appropriate and beneficial to their learners. The latter one included the teachers who were holding the viewpoint learning style does not exist and was not important because "everybody wants pretty much the same things, really" or "I find that the similarities greatly outweigh the differences". These teachers tended to "focus on a particular methodology and a commitment to it" which they believed to be the most adequate and effective one for their learners. Despite the fact that the learners can be more or less well to the method, these teachers still kept the method because of no better one available.

The teacher's viewpoint in this paper was mixed between these two models. She agreed on the existence of different learning styles as those in group 1 but held the sort of view that "honestly, I don't think the awareness of students' learning styles is quite valuable for lesson planning" (Appendix 6\_Line 35-36). The teachers in Willing's and the teacher in this research explained their opinions on self's planning lesson not in accordance with learning styles:

<b>The teachers in Willing’s research</b>	<b>The teacher in this research</b>
“It’s true we have to take the learners as we find him – possibly with many old fashioned ideas and habits about language learning. It’s our responsibility to gently guide these learners into a better way of learning”	“... from my point of view, the activities or exercises which may be considered as inappropriate can still help the students favorably learning in that learning style to make a progress and develop their potential to some certain extent.”

As mentioned in the scope of the study, there were numerous types of learner differences. Handling with other differences rather than learning style diversity may be the reason why the teachers (in two studies) did not highly appreciate the value of learning style concept. Willing had explained like this:

In short, by all those who held this sort of view, learning style was recognized as something that had to be taken into consideration, but it was not assigned any greater importance than a number of other factors.

(Willing, 1988, p.26)

The mentioned reason of the pressure of many responsibilities on teachers was also proved in this case study. When asked about the factor(s) had the most influence on her lesson planning, the teacher had revealed the most consideration for students’ level of English (good, average or bad) “students’ English level is the most important factor which determines my selection of the difficult or easy level of activities in class”.

In conclusion, the teacher of class 10I was aware of her students’ learning style differences. However, the awareness was not formalized and systematic other than her self-awareness basing on her teaching experience and the assumption that “each person is unique”. Moreover, it

was also revealed that the teacher did not hold the viewpoint of the practical value of learning style diversity but paid more attention to the difference of the students' level of English (in accordance with their achievements, their English proficiency and their in-class performance).

The teacher had asserted that she had possibly catered for her students' learning styles on account of the different teaching approaches and methods she had used when teaching in the class. The following part was to examine to what extent the teacher had accommodated her students' learning style.

#### **4.2.2. Teacher's accommodation to the students' different learning style preferences**

The teacher's answers to the interview questions and the classroom observations continued to be used to evidence the finding in this second part of research question 2. Before the classroom observations were carried out, the researcher had asked the teacher for the information on the teaching style and materials she utilized to teach English (listening, speaking, reading, writing, grammar, vocabulary and pronunciation). After that, classroom observation was conducted within 10 periods of English to check and clarify the gathered data from the interview.

Out of nine elements of teaching style, "student grouping", "teaching characteristics" and "teaching methods" were the three elements which were discussed to investigate the teacher's teaching style.

Though these elements had been clarified in the review of the related literature (see Chapter 2\_Teaching style), they would be revisited again before they were discussed for the sake of readers' understanding and convenience.

<b>Elements</b>	<b>Definition</b>	<b>Examples (Dunn and Dunn, 1977)</b>
<b>Student groupings</b>	How a teacher permits learning to occur sociologically	<ul style="list-style-type: none"> <li>✓ Working alone</li> <li>✓ Working in pairs</li> <li>✓ Working in groups (small or large groups)</li> </ul>
<b>Teaching characteristics</b>	The values and standards a teacher holds through the operational approaches used to transmit them (The degree of flexibility, the importance of what is learned, the amount of direction given to students)	<ul style="list-style-type: none"> <li>✓ Concerned with how students learn (learning style)</li> <li>✓ Demanding – with high expectations based on individual ability</li> <li>✓ Concerned with what students learn (grade-level curriculum)</li> </ul>
<b>Teaching methods &amp; techniques</b>	Instructor’s behavior in the classroom, the way he or she used various resources, interacts with students and employs basic approaches to the teaching and learning of each students	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">Major Methodologies (Baily, 1984)</div> <ul style="list-style-type: none"> <li>✓ Lecture (whole lesson)</li> <li>✓ Gaming/simulation</li> <li>✓ Class discussion</li> <li>✓ Teacher demonstration</li> <li>✓ Inquiry</li> <li>✓ Contracting</li> <li>✓ Instructional modules</li> </ul> </div>

**Table 7. Three elements of teaching styles (revisited)**

Firstly, the student grouping was quite variously used by the teacher. The students could work alone, in pairs or in groups. The teacher had justified her doing along these lines:

In class my students can work alone, in pairs or in groups. The reason why I try to make use of all the above grouping forms is that each student can show both their strengths and weaknesses in different situations. Different experiences can help my students to know in what case they can learn best or what their best learning preference(s) is.

(Appendix 6\_Line 94-98)

The ways she grouped her students in class mentioned above were confirmed as the truth during the observed lessons (see Appendix 11, 12, 13, 14). In the first lesson, the teacher did not divide the students into pairs or groups, which was implicitly understood as individual work by the students. In the next lesson with the main focus on presentation, the whole class was randomly classified into 12 pairs beforehand and then two students in their pair presented together on that day in class. In the two next ones (Unit 16: Historical places), most of the time the students worked individually to do the exercises (grammar and vocabulary ones) or follow the activity (teaching simulation). Though group work was not found within the 10 periods, the teacher's use of this grouping type was confirmed by one student in the interview "we had to work in groups to complete the exercises, sometimes in competition with each other" (Appendix 9\_Line 164-164).

Though all kinds of student grouping were used, it seemed that the teacher preferred letting the students work individually to pairing them up or grouping them. In the 10 observed periods, pair work (and no group work) was utilized in only 4 periods (presentation lesson and vocabulary section of the first unit 16 lesson) whereas there was only individual work in the other periods.

As mentioned in section 4.1, 20.8% of students showed their strongest negative preference for individual learning and the same

proportion of the students having this as their major learning styles. Meanwhile, group learning style was preferred by more students (33.3%) and fewer students (12.5%) found it difficult to learn in groups. As can be seen clearly, though both individual and group learning styles were catered for, the teacher had showed more concern for the minority of individual than the minority of group preference.

Secondly, the teacher's teaching characteristics appeared not to be likely to accommodate different learning styles. The teacher held the belief that concerning with various learning styles was not important to teaching English. She paid more attention to the whole class and individual's ability instead (revisit section 4.2.1).

Finally, teaching methods, the most important component of teaching style regarding learning style accommodation, were analyzed to investigate to what extent the teacher catered for the four other learning modalities (visual, auditory, kinesthetic and tactile). Answering the interview request "Please list the activities and methods you prefer in teaching English in class 10I (*listening, speaking, reading, writing, grammar, vocabulary and pronunciation*)", the teacher had mentioned the activities and methods she used in the classroom as follows:

- **Listening:** listening recordings were chosen with suitable content and level from some books such as Let's talk, Vocabulary for IELTS, IELTS Practice Tests, etc. Listening activities were usually integrated with speaking ones, often in pre-listening and post-listening sections. Besides, my students also had chances to watch some interesting videos (taken from the Internet) related to the lesson theme and then discuss their ideas, opinions about the content of these video clips.
- **Speaking:** theme-based speaking, (individually, in pairs or in groups), presentation, role-play or teaching simulation (explain a small unit of knowledge to their peers)
- **Reading, writing and grammar:** exercise cards/handouts. Students will have to do these exercises from which some related vocabulary and their pronunciation can be developed (usually noticeable point of knowledge)
- **Pronunciation:** pronunciation sounds (vowels and consonants) and stress exercises taken from some pronunciation books like Understanding

English Pronunciation, watching some video clips on pronunciation from BBC, British Council or YouTube.

To cut a long story short, the teacher had used these following methods:

- ✓ Listening and speaking integrated
- ✓ Video watching
- ✓ Theme-based speaking
- ✓ Presentation
- ✓ Role-play/simulation
- ✓ Drills and practice exercises

These methods catered for the learning styles like this:

Teaching methods and techniques	Catered learning styles			
	Visual	Au.	Kines.	Tactile
Listening and speaking integrated		✓		
Video watching	✓	✓		
Theme-based speaking		✓		
Presentation	✓	✓	✓	✓
Role-play/simulation		✓	✓	
Drills and practice exercises	✓			✓

***Table 8. Accommodation to students' learning styles (teacher's report)***

According to the observations, the teacher's accommodation to the students' learning styles had been captured as presented in the below table:



Lesson	Teaching methods	Catered learning styles			
		V	A	K	T
1	- <b>Listening to a video clip</b> (the teacher asked the students to listen and take notes, then gave some questions and requested the students' answer)	✓	✓		✓
2	- <b>Presentation</b> (10 pairs presented orally with supportive slides and videos. The teacher observed, controlled and commented the presentations)	✓	✓	✓	✓
3	- <b>Teaching simulation in reading section</b> (the teacher told a student to simulate teacher to check and explain the answers in the reading passage. The teacher observed, participated (as a challenging student) in the simulation)		✓	✓	
	- <b>Grammar and vocabulary exercises</b> (the teacher asked the students to do the exercises, requested some to write answer on the board and then checked)	✓	✓		✓
4	- <b>Grammar and vocabulary exercises</b> (the teacher asked the students to do the exercises, requested some to write answer on the board and then checked)	✓	✓		✓

**Table 9. Accommodation to students' learning styles (classroom observation data)**

From the two above tables, it could be asserted that the learning style which was accommodated the most was auditory, followed by visual, tactile and which was least catered for might be kinesthetic learning modality. The activities that were used mostly to accommodate auditory learning styles were in a variety of types: teacher's lectures, instructions or explanations, class discussions, listening tasks, and video watching. For the visual learning style, the teacher had made use of blackboard writing in different colors, videos, images, handouts and the textbook to accommodate. Though tactile could be accommodated by many kinds of activities, the only activity the teacher utilized to cater for it was to encourage students' note taking. However, the teacher's encouragement was rare because note taking had mostly become students' habit (resulted from the traditional teaching methods in their primary and secondary schools). Kinesthetic was the least accommodated but the activities catering for it seemed to be more various than that for tactile: role-play (done without teacher's suggestion in presentation lesson) and teaching simulation.

The materials used to realize the methods were the textbook, videos, slides, and handouts. The textbook played the role as the core for the teacher to decide on the other activities and their material. It was stated that "the textbook was still used to guarantee every grade 10 students to gain the same amount of basic English knowledge" and "the themes in textbook are taken into consideration when choosing the reading passages, listening recordings or speaking tasks which should be related to the main themes" (Appendix 6). The teacher also claimed that she always taught the knowledge in the textbook completely before expanding to offer other extra materials. However, during all the observed lessons, it was captured only one time when the textbook was used for the reading part of the third lesson. Moreover, this part passed quite rapidly:

the teacher asked the students to read and then do the below exercise. Then a student was called for the teaching simulation. The simulated teacher read the questions aloud and asked some peers to give out their chosen option as well as their explanations for their choice. In fact, this activity could accommodate the two students' learning styles, auditory (listening to peers' oral explanation) and kinesthetic (the student simulating teacher only) learning styles, but not quite well.

In conclusion, though the teacher did not highly value the concept of learning styles, she had already accommodated the students' learning styles thanks to her use of different teaching methods. Auditory and visual were those which were the most accommodated. Besides, the textbook had not been well utilized and adapted to cater for different learning styles.

#### **4.3. Research questions 3: Students' evaluation on the teacher's accommodation to different learning styles**

The data taken mostly from the interview with the group of 6 students would support this section.

In order to increase the representativeness of the interviewed group of students, six students had been chosen on purpose. According to their learning styles which had been identified by the questionnaire, the researcher had selected carefully so that 6 students indicated all the learning styles and three of them expressed negative feelings for individual, group and visual learning styles.

	<b>Student 1 (S1)</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
<b>Major Learning Styles</b>	au., kin., tac. and gro.	kin., and tac.	kin.	vi., au., and in.	Au., tac., and gro.	tac., and gro.
<b>Minor LS</b>	in.	vi., au. and gro.	vi., au., tac., in. and gro.	kin. and tac.	vi.,kin., and in	vi., au., kin. and in.
<b>Negative LS</b>	vi.	in.		gro.		

***Table 10. The interviewed students' learning styles***

(Coding: vi. = visual, au. = auditory, kin. = kinesthetic, tac. = tactile, gro. = group and in. = individual)

The six students when asked their favorite activity in class all agreed on presentation for some below reasons:

I love presentation most. No matter how good or bad the presentations may be, I learn a lot because I myself participated into making it. (Line 184-188)  
(student 3's comment)

I prefer presentation to other activities. Some reasons are the same as above mentioned. Moreover, presentation was kind of fun. During preparing and making a presentation, I learned a lot, knew more interesting and new information. Regardless of being time and effort consuming, presentation was great, especially speaking in front of other people. (Line 193-198)  
(student 1's comment)  
(see Appendix 9)

Among the methods offered by the teacher in the 10 observed lessons, it was noteworthy that presentation was considered accommodating all the learning styles (see Table 9). However, these students mostly lack knowledge of learning styles so they did not choose presentation because of that reason but rather their personal

opinions and feelings. In fact, their personal opinions and feelings also paralleled to their own learning styles:

<b>Student</b>	<b>Learning style(s)</b>	<b>Typical characteristics</b>	<b>Reason(s) for preferring presentation</b>
<b>Student 3</b>	Kinesthetic (only major)	<ul style="list-style-type: none"> <li>- Likes to solve problems by physically working through them</li> <li>- Enjoys doing activities</li> <li>- Plays games, simulations and role-playing</li> </ul>	“... because I myself participated into making it.”
<b>Student 1</b>	Auditory, kinesthetic (2 majors out of 4)	<ul style="list-style-type: none"> <li>- Enjoys talking and listening (auditory)</li> <li>- Will try new things – likes to get involved (kinesthetic)</li> </ul>	“... I learned a lot, knew more interesting and new information (...) presentation was great, especially speaking in front of other people.

**Table 11. The parallel between student’s learning styles and comments**

On the other hand, these students showed different opinions on the traditional methods (practice exercises) and the kinesthetic activity

(simulate teacher). Firstly, most of the students revealed their dislike for the boredom of sitting and doing exercises along these lines:

Sitting to do exercises for a long time was so dead boring. Most of the time, I don't know what to do for the time to pass by more quickly.

(Student 6's comment)

It [presentation] is totally different from other boring sample exercises.

(Student 4's comment)

(See Appendix 9)

The only student who had different opinions claimed that doing exercises had brought her a lot of grammatical and vocabulary knowledge.

Secondly, teaching simulation was believed to match kinesthetic learning style (for simulated students) and auditory one (for other audience students). This teacher's method was considered as "stressful" and "difficult" by some asked students and they preferred teacher's lecture to their peers':

I don't like this activity. We don't have teaching skills and we are not so confident. Standing there was sometimes stressful. I tried to be friendly but they showed me boredom in return. I can't stand it. (Line 248-250)

I prefer teacher's lecture because she could provide more knowledge than our peers could. (Line 251-252)

In my opinions, the teacher should make a lecture rather than asking us to do so. (Line 253-254)

(See Appendix 9)

Nevertheless, it was also appreciated by the others as "beneficial" to the simulated students because "teaching required us [them] to think more carefully and teaching peers helped me [him] learn better. Moreover, this activity was thought to improve speaking and confidence when simulated students had to stand in front of the class.

To sum up, the students seemed to show their preferences for presentation which not only cater for their learning styles but the other learning modalities as well. For the activities which only matched some of the learning styles received different opinions.

## **CHAPTER 5: CONCLUSION**

The final chapter was supposed to summarize the major findings which had been discovered by the research and written up in the previous

chapter results and discussion. Moreover, the researcher also suggested some pedagogical implications for teaching styles and textbook use in accordance with the awareness of students' learning style preferences. In addition, the limitations and suggestions for future studies were acknowledged for cautious generalizations, replications and improved studies in the same field. Finally, the contributions of the study would confirm the significance as well as the practical values of this research project.

### **5.1. The major findings of the study**

As stated early at the beginning, this research aimed 3 targets which were first, to identify the learning styles of a particular group of grade 10 students second, to investigate to what extent teacher accommodated his or her students' learning style difference third, to examine students' evaluation of their teacher's teaching style and material use in relation to their learning modalities. The fulfillment of these research objectives had synchronously revealed the answers to the research questions which were then the major findings of the paper.

Firstly, the research had yielded insights into the student participants' perceptual modalities and their preference for groupings. As the research suggested, tactile, kinesthetic and auditory were the three most popular major learning styles among the sample of students whereas some students in the class showed their negative preferences for individual, group and visual learning styles. Surprisingly, all of the students had both major and minor learning styles which meant they possessed multiple learning styles instead of single ones. Most of the students in the class were quite adaptable to learn in different learning styles. It was noteworthy that those who could stretch their 'comfort zones' or have already had multiple preferred learning styles usually had



better achievements because they were able to avoid the threat of teachers' mismatching teaching styles.

Secondly, it was the good news that this research reported on the teacher's already accommodation to her students' various learning preferences. Different methods such as lecture, elicitation, simulation/role-play, presentation, etc. and various materials had catered for visual, auditory, kinesthetic and tactile learning styles. However, this accommodation was, in fact, just a coincidence. Though the teacher was basically aware of her students' differences in general, she hardly had a systematic understanding of the learning style diversity in particular. Moreover, the teacher held the sort of view that awareness of leaning styles was not supposed to result in better teaching and learning. Therefore, she focused on developing her teaching methods variously which then turned out to cater for different learning styles (as recognized in the research) by chance. Understandably, this purposeless and lack-of-knowledge accommodation resulted in the mismatch between the teacher and her students. Her methods mostly accommodated auditory and visual learning styles instead of the preferences of the majority of the students.

Last but not least, the classroom observation and interview with a group of students drawn from the sample had indicated their liking for presentation, the multi-style method which meant it could accommodate multiple learning styles. These other methods were quite controversial among the interviewees: a few appreciated them but most of the students felt bored or uncomfortable to have them in class. Therefore, it was suggested that multi-style methods could improve the students' learning motivation and satisfaction.

## **5.2. Pedagogical implications for teaching style and textbook adaptation**

### **5.2.1. Suggestions for teaching styles**

The foremost purpose of the suggestions was to improve teachers' teaching style in according to what had been figured out about learning style accommodation previously.

Firstly, teacher's standards and values should be equipped more with learning style concept. It had been analyzed earlier in this chapter that even though the accommodation existed, it was just a purposeless coincidence because of the lack of knowledge of the term. Therefore, it was advisable that teachers should actively update their understanding of this learning factor. When starting to teach a class, teacher should gather the information of the students' learning preferences as learning style profiles. Besides, this stray action by one or two teachers could result in a wholly effect as well as the feeling of isolation and difference would then discouraged these teachers to keep on caring about these important differences among students. Hence, it was highly suggested that the awareness and accommodation should be formalized and extended more. Some seminars and conferences should be held to discuss more about the issues; more exhaustive research should be conducted to standardize the application. Eventually, all the teachers should well understand their students' learning styles to select the appropriate teaching methods. Some learning style inventories such as PLSPQ by Reid (1987) should be evaluated to identify students' learning styles and collected in their profiles which were then provided for their teachers.

Secondly, teachers may want to carry out the case studies like this research in their classes to identify students' preferences, and then the students' evaluation of their accommodation to the differences in learning styles.

Last but not least, accommodation to students' learning styles should be done with a lot of caution and thoughtful consideration to avoid

any bad effects-may-be. So far it has been believed that there were two ways of catering for different learning styles: match and mismatch (or stretching). Basing on the findings of the study, the researcher suggested teachers should vary their teaching methods to not only match their students' learning styles, which had been proved to increase students' achievement and motivation (Dunn and Dunn, 1987; Dunn and Griggs, 1984; Brown, 1978, cited in Felder and Henriques, 1995), but also to mismatch students' preferred modes, which could stretch their adaptability and their horizon of learning (Hunt, 1971; Friedman and Alley, 1984; Cox, 1988; Luu, 2011). This match and mismatch approaches were called multi-style approach which had been supported by some research studies (Stice, 1987; Oxford, 1990). Oxford (1990, cited in Felder, 1995) claimed that "what must be done to achieve effective foreign language learning is to balance instructional methods, somehow structuring the class so that all learning styles are simultaneously – or at least sequentially - accommodated". However, it was noteworthy that novice and inexperienced teachers should be careful to use the teaching methods mismatching students' learning styles.

### **5.2.2. Material Use – Textbook adaptation**

The material use should be concluded in teaching methods as suggested by Dunn and Frazier (1990). However, the researcher had decided to separate this into another section rather than mention it within the teaching method. The reason was that this must be more detailed to increase the practical value of the implications.

Materials which may be used in teaching English were very various and available. Additionally, the teacher in the research had revealed the necessity of using textbook as the core of teaching content on account of the same school tests and national curriculum. As a matter of fact, textbook was still an indispensable resource which should be

well-utilized in the context of EFL teaching at high school. Therefore, the researcher chose textbook to illustrate the impossible adaptation in order to cater for different learning styles instead of the other countless extra supplementary (which depended on teacher's selection and students' typical features).

It was suggested that the content in textbook English 10 (Intensive) should be adapted basing on multi-style approach. To make the suggestions more realistic and practical, the researcher had made a lesson plan in which the reading section of unit 16 (Appendix 15) had been adapted. Some teachers may justify their reluctance to use this approach on the grounds of the difficulties in designing the multi-style lessons. These teachers might find the sample lesson plan useful and motivating (see Appendix 16 for the sample lesson plan).

### **5.3. Limitations of the study**

The first limitation of this study was the common caveat of any case studies. It was necessary to bear in mind with case studies that any overgeneralization from the study would be done tentatively and with extreme caution because of a small sample of the participants in the research.

The effect of the questionnaire was quite good but the interview questions with teachers were not so well-designed because it did not elicit much essential information from the teacher.

### **5.4. Suggestions for further studies**

First of all, for those who would like to replicate this study in the same or different context, it is advisable that they should care about the limitations this study could not overcome. The sample of students can be widened. Or it can remain for the scope of a case study, but multiple longitudinal case studies could be conducted and then combine to produce more reliable and typical findings about the chosen sample.

It was also very regrettable that the researcher had not used the teaching style inventory in “Administrator’s guide to new programs for faculty management and evaluation” by R. Dunn and K. Dunn (1977) which was standardized to identify teachers’ teaching styles, but rather than use the self-designed interview questions, which was sometimes hard to control, direct and elicit the needed information for the purpose of the study. Therefore, it was suggested that other researchers use the inventory to extract more valuable data.

It would be valuable if researchers took interest in investigating the correlation between learning styles and other different factors in an individual (motivation, interest, age, gender, etc.).

Moreover, the future research can examine the effects of multi-style approach on students’ achievement, satisfaction and motivation. Experimental or action research is recommended for their practicality.

### **5.5. The contributions of the study**

Despite the limitations of the study in the sample size or effect of materials, this study had made a certain contribution to the area of numerous studies sharing the same purpose of improving English language teaching in the context of Vietnam.

Regarding teachers, the findings of the study had shed the light on the concept of learning styles and its relation to students’ achievement and satisfaction. It awakened teachers’ awareness of their students’ differences; not only in ability but in the way(s) they preferred learning as well. The effectiveness of PLSPQ in the study also recommended an useful and valuable instrument of identifying learning styles for teachers’ use at ease.

Regarding students, understanding self’s learning styles can help them to achieve better learning results and maintain their motivation when learning English.

If the authorities should concern this issue, more exhaustive studies would be carried out to increase the validity and reliability of the findings. If the findings of this paper were confirmed, the authority would formalize and officially acknowledge the value of learning style concept. Teachers should be equipped the knowledge of learning styles so as to select the suitable teaching styles, materials or strategies.

For other researchers, the humble findings from this research may be used as a reliable reference for further studies.

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## **APPENDICES**

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## **APPENDIX 1. PERCEPTUAL LEARNING-STYLE PREFERENCE QUESTIONNAIRE**

**(Delivered version with Vietnamese instruction)**

My name is **Nguyen Thi Thinh**. I am a fourth-year student at Faculty of English Language Teacher Education, ULIS, VNU. I am conducting a research on *“Teachers’ accommodation to students’ learning style*

*preferences in teaching English and implications for teaching style and textbook adaptation.*” The following questionnaire is to identify your preferences of learning styles. I would be grateful if you fill in the questionnaire according to what you really like in class. This is not a test so there are no “right” or “wrong” answers. I am in favor of your *personal interest*. Please give your answers sincerely as only this will guarantee the success of this research. All of the information and the association between your name and your answers to the questionnaire will be treated with the strictest confidence and used only for the purpose of the study.

**Thank you very much for your help!**

***Personal Information***

Name: .....

Nickname (if any): .....

Phone number: .....

Suitable time to call: .....

Email address: .....

Y!M: .....

**Perceptual Learning-Style Preference Questionnaire**

**Hướng dẫn**

Bảng hỏi này được thiết kế nhằm xác định phong cách học tập môn tiếng Anh của học sinh (cách học tập hiệu quả nhất). Đọc kỹ và lựa chọn một trong những phương án sau đây cho các câu phát biểu 1- 30

**SA - Strongly Agree** (hoàn toàn đồng ý): cách học tập này đặc biệt hiệu quả với tôi

**A - Agree** (đồng ý): cách học tập này hiệu quả với tôi

**U - Undecided** (không quyết định được): tôi không rõ nó có hiệu quả với tôi không

**D - Disagree** (không đồng ý): cách học này không có hiệu quả nhiều với tôi

**SD - Strongly Disagree** (hoàn toàn không đồng ý): cách học này hoàn toàn không có hiệu quả

	5	4	3	2	1
Item	SA	A	U	D	SD
1. When the teacher tells me the instructions I understand better.					
2. I prefer to learn by moving around and doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
	SA	A	U	D	SD
6. When someone tells me how to do something in class, I learn it better.					
7. When I do things in class, I learn better.					
8. I remember things I have heard in class better than things I have read.					
9. When I read instructions, I remember them better.					
10. I learn more when I can make a model of					

something.					
11.I understand better when I read instructions.					
12.When I study alone, I remember things better.					
13.I learn more when I make something for a class project.					
14.I enjoy learning in class by trying out new activities or ideas.					
15.I learn better when I make drawings (e.g. a mind map or a doodle) as I study.					
16. I learn better in class when the teacher gives a lecture (giảng bài).					
17.When I work alone, I learn better.					
18.I understand things better in class when I participate in role-playing.					
19.I learn better in class when I listen to someone.					
	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
20. I enjoy working on an assignment with two or three classmates.					
21.When I build something, I remember what I have learned better.					
22.I prefer to study with others.					
23.I learn better by reading than by listening to someone.					
24.I enjoy making something for a class project.					
25.I learn best in class when I can participate in related activities.					
26.In class, I work better when I work alone.					
27.I prefer working on projects by myself.					
28.I learn more by reading textbooks than					

by listening to lectures.					
29.I prefer to work by myself					

**Thank you so much for your cooperation!**

**APPENDIX 2. PERCEPTUAL LEARNING-STYLE PREFERNCE  
QUESTIONNAIRE  
(English version)**

My name is **Nguyen Thi Thinh**. I am a fourth-year student at Faculty of English Language Teacher Education, ULIS, VNU. I am conducting a research on *“Teachers’ accommodation to students’ learning style preferences in teaching English and implications for teaching style and textbook adaptation.”* The following questionnaire is to identify your preferences of learning styles. I would be grateful if you fill in the questionnaire according to what you really like in class. This is not a test so there are no “right” or “wrong” answers. I am in favor of your *personal interest*. Please give your answers sincerely as only this will guarantee the success of this research. All of the information and the association between your name and your answers to the questionnaire will be treated with the strictest confidence and used only for the purpose of the study.

**Thank you very much for your help!**

***Personal Information***

**Personal Information**

Name: .....

Nickname (if any): .....

Phone number: .....

Suitable time to call: .....

Email address: .....

Y!M: .....

**Perceptual Learning-Style Preference Questionnaire**

**Instructions**

This questionnaire has been designed by Reid (1984) to help you identify the way(s) you learn best, the way(s) you prefer to learn. Decide whether you agree or disagree with each statement. For example, if you strongly agree, mark:

<b>SA</b> <b>Strongly</b> <b>Agree</b>	<b>A</b> <b>Agree</b>	<b>U</b> <b>Undecided</b>	<b>D</b> <b>Disagree</b>	<b>SD</b> <b>Strongly</b> <b>Disagree</b>
✓				

Respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Item</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1. When the teacher tells me the instructions I understand better.					

2. I prefer to learn by moving around and doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what teacher writes on the whiteboard.					
	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
7. When I do things in class, I learn better.					
8. I remember things I have heard in class better than things I have read.					
9. When I read instructions, I remember them better.					
10. I learn more when I can make a model of something.					
11. I understand better when I read instructions.					
12. When I study alone, I remember things better.					
13. I learn more when I make something for a class project.					
14. I enjoy learning in class by trying out new activities or ideas.					
15. I learn better when I make drawings (e.g. a mind map or a doodle) as I study.					
16. I learn better in class when the teacher gives a lecture (giảng bài).					
17. When I work alone, I learn better.					
18. I understand things better in class when I participate in role-playing.					
19. I learn better in class when I listen to someone.					
20. I enjoy working on an assignment with					



two or three classmates.					
	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
21. When I build something, I remember what I have learned better.					
22. I prefer to study with others.					
23. I learn better by reading than by listening to someone.					
24. I enjoy making something for a class project.					
25. I learn best in class when I can participate in related activities.					
26. In class, I work better when I work alone.					
27. I prefer working on projects by myself.					
28. I learn more by reading textbooks than by listening to lectures.					
29. I prefer to work by myself					

**Thank you so much for your cooperation!**

**APPENDIX 3. PERCEPTUAL LEARNING-STYLE PREFERENCE  
SCORING SHEET**

## Instructions

There are 5 questions for each learning category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value.

<b>SA</b> Strongly agree	<b>A</b> Agree	<b>U</b> Undecided	<b>D</b> Disagree	<b>SD</b> Strongly Disagree
5	4	3	2	1

Fill in the blanks below with the numerical value of each answer. For example, if answered Strongly Agree (SA) for question 6 (a visual question), write and number 5 (SA) on the blank next to question 6 below. When you have completed all the numerical values for *Visual*, add the numbers. Multiply the answer by 2, and put the total in the appropriate blank.

Follow the process for each of the learning style categories. When you are finished, look at the scale at the bottom of the page; it will help you determine your major learning style preference(s), your minor learning style preference(s), and those learning style(s) that are negligible.

Visual		Tactile	
Question	Score	Question	Score
<b>6</b>		<b>11</b>	
<b>10</b>		<b>14</b>	

12		16	
24		22	
29		25	
Total		Total	
Score = Total $\times \frac{1}{2}$		Score = Total $\times \frac{1}{2}$	
<b>Auditory</b>		<b>Group</b>	
Question	Score	Question	Score
1		3	
7		4	
9		5	
17		21	
20		23	
Total		Total	
Score = Total $\times \frac{1}{2}$		Score = Total $\times \frac{1}{2}$	
<b>Kinesthetic</b>		<b>Individual</b>	
Question	Score	Question	Score
2		13	
8		18	
15		27	
19		28	
26		30	
Total		Total	
Score = Total $\times \frac{1}{2}$		Score = Total $\times \frac{1}{2}$	

<b>Major learning Style Preference</b>	38-50
<b>Minor Learning Style Preference</b>	25-37
<b>Negligible</b>	0-24

**APPENDIX 4. SEMI-STRUCTURED INTERVIEW GUIDELINE  
QUESTIONS WITH TEACHER  
(Vietnamese version)**

Thưa cô,

Em tên là Nguyễn Thị Thịnh, sinh viên năm thứ tư trường Đại Học Ngoại Ngữ, Đại Học Quốc Gia Hà Nội. Em đang thực hiện một đề tài nghiên cứu về phong cách học của học sinh (learning styles) nhằm phục vụ cho khóa luận tốt nghiệp của mình. Mục đích của nghiên cứu là nhằm tìm ra phong cách giảng dạy và những thay đổi về tài liệu trong giảng dạy Tiếng Anh phù hợp với phong cách học đa dạng của học sinh.

Mọi thông tin mà cô đưa ra trong buổi phỏng vấn sẽ chỉ được sử dụng phục vụ cho mục đích nghiên cứu và những thông tin cá nhân (như tên, số điện thoại, email hay địa chỉ) sẽ không được tiết lộ dưới bất cứ hình thức nào trừ khi được sự cho phép của cô. Chỉ những thông tin như nghề nghiệp, tuổi và năm giảng dạy sẽ được nhắc đến nhằm khẳng định giá trị của những thông tin được sử dụng.

Buổi phỏng vấn sẽ kéo dài trong khoảng 30 phút.

### **I. Thông tin cá nhân**

- Xin cô giới thiệu qua về bản thân mình:

(Nghề nghiệp? Nơi công tác? Năm giảng dạy?)

### **II. Nhận thức về phong cách học của học sinh trong lớp**

1. Cô có biết về khái niệm phong cách học (learning styles) của học sinh?
2. Cô có cho rằng học sinh trong lớp mình đang dạy có những phong cách học khác nhau không? Nếu có, xin cô nói rõ hơn về điều này (biểu hiện, ví dụ cụ thể)?
3. Cô có cho rằng việc nhận biết những phong cách học khác nhau này của học sinh có giá trị trong việc giảng dạy và sử dụng tài liệu hợp lý nhằm giúp học sinh tiếp thu kiến thức Tiếng Anh tốt hơn không? Nếu có, xin cô làm rõ ý kiến này (ví dụ cụ thể)

### **III. Mức độ áp dụng của giáo viên trong giảng dạy và sử dụng tài**

**liệu đáp ứng những phong cách học khác nhau của học sinh**

#### **4. Phong cách dạy**

- Khi soạn lesson plan, những yếu tố nào ảnh hưởng đến lựa chọn nội dung (dạy cái gì, khối lượng kiến thức truyền tải) và cách thức giảng dạy (teaching methods) của cô cho giờ học trên lớp?
- Xin cô liệt kê những hình thức, hoạt động mà cô thường sử dụng để giảng dạy tiếng Anh (listening, speaking, reading, writing, grammar, vocabulary và pronunciation) ở lớp 10I?
- Cô thường đưa ra những hướng dẫn (instructions) cho học sinh trên lớp như thế nào? Cô có gặp phải khó khăn gì khi hướng dẫn học sinh không? Nếu có, xin cô làm rõ hơn.
- Trong quá trình học sinh tham gia các activities khác nhau trên lớp, cô thường yêu cầu các em học sinh làm việc một mình, theo cặp hay theo nhóm? Xin cô giải thích lí do cho sự sắp xếp này?

#### **5. Sử dụng tài liệu**

- Khi giảng dạy trên lớp, thầy (cô) thường sử dụng những tài liệu gì để truyền đạt kiến thức cho học sinh (chỉ sách giáo khoa, bài tập luyện tập, tranh ảnh, biểu đồ, v.v...)?
- Khi sử dụng SGK, thầy cô thường sử dụng như thế nào (có thay đổi, chỉnh sửa hay thêm bớt nội dung không)?
- Những tài liệu thêm nếu có được sử dụng thì thầy (cô) lấy ở nguồn nào và sử dụng chúng ra sao tại lớp?
- Xin thầy (cô) đánh giá mức độ hiệu quả của những tài liệu mình đã sử dụng trên lớp?

### **APPENDIX 5. SEMI-STRUCTURED INTERVIEW GUIDELINE**

#### **QUESTIONS WITH TEACHER**

##### **(English version)**

My name is Nguyen Thi Thinh, a senior student at Faculty of English Language Teacher Education (FELTE), University of Languages and International Studies, VNU. I am conducting a research on **“Teacher’s accommodation to grade 10 students’ learning style preferences in teaching English and implications for teaching style**

**and textbook adaptation”**. The main objective of the paper is to search for the appropriate teaching styles (i.e. teaching methods) and material use to cater for students’ different preferred learning styles.

Please answer these following questions sincerely, which would guarantee the success of the research. All of the information you provide will be treated with the strictest confidence and used only for the purpose of the study.

The interview will last about 30 minutes.

**I. Background information**

- Please introduce yourself briefly
  - Job:
  - Working school:
  - Teaching experience year:

**II. Teacher’s awareness of students’ learning styles**

1. Have you known about learning style terminology before? (*If no, the researcher is supposed to briefly explain the term before continuing the interview*)
2. Do you think that your students in 10I have different learning styles? Please specify your idea (*specific examples, experiences, observations, etc.*).
3. In your opinion, is teacher’s awareness of his students’ learning styles valuable for choosing the appropriate teaching methods and materials in teaching English? Please specify your idea (*examples, personal experiences, observations, etc.*)

**III. Teacher’s accommodation to students’ different learning styles (teaching styles and material use)**

**4. Teaching style**

- When making a lesson plan before class, what factors affect your selection of lesson content (*what to teach, how much should be taught*) and teaching methods?
- Please list the activities and methods you prefer in teaching English in class 10I (*listening, speaking, reading, writing, grammar, vocabulary and pronunciation*)?

- In what ways do you instruct students to accurately carry out the activities you offer in class? Do you encounter any problems in giving instructions to the students? If yes, what are they?
- During in-class activities, do you ask your students to work alone, in pairs or in groups? Could you explain for your student groupings (*self, pair, team*)?

#### **5. Material Use**

- What materials do you usually use to deliver the knowledge to students in class? (*Textbook, drilling exercises, pictures, diagrams, audio files, videos, etc.*)
- If you use textbook, do you adapt it? (*omit, replace, re-order, combine, add*)
- If you use supplementary materials, from what source do you take them? And how do you use them in class?
- Could you evaluate the effectiveness of the materials you have used in class so far?

### **APPENDIX 6. TEACHER'S RESPONSES TO THE INTERVIEW QUESTIONS**

**(In written form via email)**

#### **Notes:**

- The teacher's responses were originally in Vietnamese, which then were translated by the researcher in an attempt to keep almost the original words of the teachers reliably.
- The words in brackets ( ) indicate what has been logically entailed from the teacher's answer.

#### **5I. Background information**

- Please introduce yourself briefly
  - Job: teacher of English
  - Diploma: Master of English Language Teaching and Applied Linguistics
- 10 - Working school: Foreign Language Specializing High School, Hanoi
- Teaching experience year: 8 years (since 2003)

## II. Teacher's awareness of students' learning styles

1. Have you known about learning style terminology before? *(If no, the researcher is supposed to briefly explain the term before continuing the interview)*

I have known about this before. But I don't know much about them and even now I don't quite remember which I had known about learning styles. As a teacher, I am aware of my students' differences and my accommodation to these learning styles was sometimes consciously but the other time, perhaps, subconsciously.

2. Do you think that your students in 10I have different learning styles? Please specify your idea *(specific examples, experiences, observations, etc.)*.

Yes, I think so. There are 24 students in my class and all of them must have different learning styles, which is illustrated through different capacities and results they obtain when participating in various activities of learning English listening – speaking – reading – writing or doing vocabulary, pronunciation and grammar exercises. By the way, these differences must also exist in the other classes, I suppose.

3. In your opinion, is teacher's awareness of his students' learning styles valuable for choosing the appropriate teaching methods and materials in teaching English? Please specify your idea *(examples, personal experiences, observations, etc.)*

Honestly, I don't think the awareness of students' learning styles is quite valuable for lesson planning because the ways students learn are quite different and various. Each learning style will need some certain kinds of exercises and activities. (To match all of the students' needs and preferences would require a great deal of time and effort to design activities, tasks or exercises). However, from my point of view, the activities or exercises which may be considered as inappropriate can still help the students favorably learning in that learning style to make a progress and develop their potential to some certain extent.



That doesn't mean I totally deny the advantages of teacher's  
45 awareness of students' learning styles. From students' perspective, that  
their teachers thoroughly understand in what way(s) they prefer  
learning is obviously beneficial.

### III. Teacher's accommodation to students' different learning styles (teaching styles and material use)

#### 504. Teaching style

- When making a lesson plan before class, what factors affect your selection of lesson content (*what to teach, how much should be taught*) and teaching methods?  
Students' English level is the most important factor which determines  
55 my selection of the difficult or easy level of activities in class. The themes in textbook are taken into consideration when choosing the reading passages, listening recordings or speaking tasks which should be related to the main themes. Because of students' fairly good level of English and sufficient in-class time for English subject, I don't have  
60 any difficulty in planning lessons and delivering the lessons' content. Therefore, I could offer my students a variety of interesting activities.
- Please list the activities and methods you prefer in teaching English in class 10I (*listening, speaking, reading, writing, grammar, vocabulary and pronunciation*)?  
65 - **Listening:** listening recordings were chosen with suitable content and level from some books such as Let's talk, Vocabulary for IELTS, IELTS Practice Tests, etc. Listening activities were usually integrated with speaking ones, often in pre-listening and post-listening sections. Besides, my students also had chances to watch  
70 some interesting videos (taken from the Internet) related to the lesson theme and then discuss their ideas, opinions about the content of these video clips.

- **Speaking:** theme-based speaking, (individually, in pairs or in groups), presentation, role-play or teaching simulation (explain a small unit of knowledge to their peers)
- **Reading, writing and grammar:** exercise cards/handouts. Students will have to do these exercises from which some related vocabulary and their pronunciation can be developed (usually noticeable point of knowledge)
- **Pronunciation:** pronunciation sounds (vowels and consonants) and stress exercises taken from some pronunciation books like Understanding English Pronunciation, watching some video clips on pronunciation from BBC, British Council or Youtube.
  - In what ways do you instruct students to accurately carry out the activities you offer in class? Do you encounter any problems in giving instructions to the students? If yes, what are they? The instructions are usually given clearly (orally or in written form). The students understand my instruction correctly so often. In case they don't understand, I will repeat the instruction in simpler ways for them to understand and know what to do (this happened rarely)
  - During in-class activities, do you ask your students to work alone, in pairs or in groups? Could you explain for your student groupings (*self, pair, team*)? In class my students can work alone, in pairs or in groups. The reason why I try to make use of all the above grouping forms is that each student can show both their strengths and weaknesses in different situations. Different experiences can help my students to know in what case they can learn best or what their best learning preference(s) is.

## 5. Material Use

- What materials do you usually use to deliver the knowledge to students in class? (*Textbook, drilling exercises, pictures, diagrams, audio files, videos, etc.*) The textbook (English 10 - Advanced) was used to teach grammar, vocabulary, speaking and writing topics as required in the school's

105 curriculum (there will be the same test for all tenth grades which is designed basing on these textbook knowledge). Furthermore, I used a lot of other advanced materials from various sources for my students to practice more.

For grammar, it is quite simple so I rarely use images for illustration. I  
110 mostly explain these grammatical items verbally or non-verbally. In addition, laptop and television were used quite often and some jokes were given to make the atmosphere of the class funnier and more comfortable.

▪ If you use textbook, do you adapt it? (*omit, replace, re-order, combine, add*)  
115

As I have already said, the textbook was still used to guarantee every grade 10 students to gain the same amount of basic English knowledge. This was necessary for teachers to design the same test for all the classes. All the knowledge and skills mentioned in the textbook  
120 have to be taught completely and teachers should guide their students to notice the main points, complicated or interesting parts in the textbook. However, the class I am teaching is an English-specializing one so only teaching textbook cannot be sufficient. Thus, I usually extend the knowledge for my students.

125 ▪ If you use supplementary materials, from what source do you take them? And how do you use them in class?

There are a huge number of grammar books which I can consult such as Cambridge First Certificate Examination Practice, Grammar in Use, Oxford Practice Grammar, Top 10 Grammar, Top 20 Grammar, CAE  
130 Test builder, New Proficiency Test builder, New Cambridge Advanced English, English Grammar, English File, IELTS and so on. The types of exercises are selected according to grammar in focus of the textbook. Then these exercises may be adapted a little in case they are not suitable, particularly their difficulty levels.

135 Some skill-practicing books (listening – speaking - writing), especially IELTS books were carefully selected to provide my students because of their suitability to my students’ level. Additionally, I also find vocabulary and pronunciation exercises from some professional books for my students to learn and practice.

140 ■ Could you evaluate the effectiveness of the materials you have used in class so far?

“Practice makes perfect”. I believe that the more exercises the students do, the better their English will be. In general, my lessons are quite effective and they haven’t been complained much by my students.

145

***Thank you so much for your valuable answers!***

**APPENDIX 7. SEMI-STRUCTURED INTERVIEW GUIDELINE**  
**QUESTIONS WITH STUDENTS**  
**(Vietnamese version)**

Xin chào các em,

Tôi tên là Nguyễn Thị Thịnh, sinh viên năm thứ tư trường Đại Học Ngoại Ngữ, Đại Học Quốc Gia Hà Nội. Tôi đang thực hiện một đề tài nghiên cứu về phong cách học của học sinh (learning styles) nhằm phục vụ cho khóa luận tốt nghiệp của mình. Mục đích của nghiên cứu là nhằm tìm ra phong cách giảng dạy và những thay đổi về tài liệu trong giảng dạy Tiếng Anh phù hợp với phong cách học đa dạng của học sinh.

Mọi thông tin mà các em đưa ra trong buổi phỏng vấn sẽ chỉ được sử dụng phục vụ cho mục đích nghiên cứu và các thông tin cá nhân các em cung cấp sẽ không được tiết lộ dưới bất cứ hình thức nào trừ khi được sự cho phép của các em.

Buổi phỏng vấn sẽ kéo dài trong khoảng 20 phút.

**I. Thông tin cá nhân**

- Tên S1: .....
- Tên S2: .....
- Tên S3: .....
- Tên S4: .....
- Tên S5: .....
- Tên S6: .....
- Lớp: .....

**II. Phong cách học của bản thân**

1. Khi học tiếng Anh trên lớp, các em thường có những hoạt động (activities) như thế nào (kể từ đầu năm học cho đến hiện tại)?
2. Trong số những hoạt động mà các em vừa kể tên, các em thích hoạt động nào nhất? Tại sao?

3. Khi tham gia những hoạt động này các em thích làm một mình, làm theo cặp (pairs) hay theo nhóm (teams)? Tại sao?

### III. Nhận xét về 4 buổi học vừa qua

<b>Buổi học đầu tiên</b> (tiết 5  thứ 5 ngày 07/04/2011)	Nghe một đoạn video về kinh nghiệm thuyết trình
<b>Buổi học thứ 2</b> (tiết 3 – 5  thứ 5 ngày 14/04/2011)	Thuyết trình
<b>Buổi học thứ 3</b> (tiết 1 – 3  thứ 3 ngày 19/04/2011)	Unit 16: Historical Places (reading, grammar, vocabulary)
<b>Buổi học thứ 4</b> (tiết 3 – 5  thứ 5 ngày 21/04/2011)	Unit 16 (tiếp) (grammar, vocabulary)

4. Các em có nhận xét gì về từng buổi học:
- Buổi học thứ nhất (activities: listening)
  - Buổi học thứ hai (activities: presenting)
  - Buổi học thứ ba (activities: simulated teacher, doing drills)
  - Buổi học thứ 4 (activities: simulated teacher)

**Note:** Các em nghĩ sao về hoạt động “thử làm giáo viên” chữa bài cho các bạn? (dưới góc nhìn người đóng làm giáo viên và người là học sinh ngồi dưới)

5. Các em thích buổi học nào nhất? Tại sao?

## APPENDIX 8. SEMI-STRUCTURED INTERVIEW GUIDELINE QUESTIONS WITH STUDENTS (English version)

Hello everyone,

My name is Nguyen Thi Thinh, a senior student at Faculty of English Language Teacher Education (FELTE), University of Languages and International Studies, VNU. I am conducting a research on **“Teacher’s accommodation to grade 10 students’ learning style preferences in teaching English and implications for teaching style and textbook adaptation”**. The main objective of the paper is to search for the appropriate teaching styles (i.e. teaching methods) and material use to cater for students’ different preferred learning styles.

Please answer these following questions sincerely, which would guarantee the success of the research. All of the information you provide will be treated with the strictest confidence and used only for the purpose of the study.

The interview will last about 20 minutes.

**I. Background Information**

- S1(student 1): .....
- S2: .....
- S3: .....
- S4: .....
- S5: .....
- S6: .....
- Class: .....

**II. Self’s learning style**

1. When studying English in class, what activities do you usually have?  
(from the beginning of your school year until now)
2. Among the activities you have listed, which one(s) do you prefer?  
Why?

3. Participating in these activities, do you like to work alone, in pairs or in teams/groups? Please reason your answers.

### III. Evaluation on the observed lessons (45 minutes each)

<b>First observed lesson</b> (period 5  Thursday April 7 <sup>th</sup> 2011)	Listening to a video about presentation
<b>Second observed lesson</b> (period 3 – 5  Thursday April 14 <sup>th</sup> 2011)	Presentation
<b>Third observed lesson</b> (period 1 – 3  Tuesday April 19 <sup>th</sup> 2011)	Unit 16: Historical Places (reading, grammar, vocabulary)
<b>Fourth observed lesson</b> (period 3 – 5  Thursday April 21 <sup>st</sup> 2011)	Unit 16 (cont.) (grammar, vocabulary)

4. How could you evaluate each observed lessons?
- First lesson (main activities: listening)
  - Second lesson (main activities: presenting)
  - Third lesson (main activities: simulated teacher, doing drills)
  - Fourth lesson (main activities: simulated teacher)

**Note:** What do you think of the activity “teaching simulation”? Do you like it? Why or why not?

5. Which lesson do you like most? Why?

## APPENDIX 9. THE TRANSCRIPTION OF THE INTERVIEW WITH A GROUP OF STUDENTS (English translation)

The interview was conducted with a group of the students in 10I. All the questions (given in Appendix\*) and answers in the interview were originally in Vietnamese which then were translated as follows:

**Notes:**



- There were 6 students participating in the interview labeled as **S1** (student 1), **S2** (student 2), **S3** and so on.
- **I** mean Interviewer.
- The information in brackets was not stated in the interview but assumed among the participants. They were added just for the sake of clarity.
- [...] indicates the part of speech which has been removed because of its irrelevance to the purpose of the interview

**Interviewer (I):** Hi everybody. My name is Thinh and I am conducting a research on your learning styles and your teacher's accommodation to them. Would you mind answering some questions about this issue?

150 **All:** Ok. We are willing to answer all of your questions

**I:** All of the information you provide during the interview will not be revealed under any circumstances except for the purpose of my thesis. So please answer frankly, ok?

**All:** Yes. That's ok.

155 **I:** Which class are you all studying in?

**S1:** Class 10I (Foreign Language Specializing High School, Hanoi)

#### 160 **Self's learning styles**

**I:** When studying English in class, what activities do you usually have? (From the beginning of your school year until now)

**S1:** We have had presentation and our teacher usually provided us with vocabulary exercises in form of handouts. We had to work in  
 165 groups to complete the exercises, sometimes in competition with each other.

**S6:** We can work in pairs. She then gave a vocabulary sheet to either of us who then defined the words in English for the other to guess them.

170 **I:** How about activities when you have listening, speaking, reading and writing lessons respectively?

**S6:** For listening, the teacher used laptop to play the audio files for use to hear. We must do the comprehension exercises or write its transcript.

175 **S3, 5 and 6:** About speaking, we have some kinds of presentation as you observed last Thursday.

**S3:** We had to do some reading comprehension exercises too.

**S2:** We rarely had writing activities, just 1 or 2 writing tasks for the whole semester.

180 **S1:** Besides, the teacher asked us to practice translation in written form.

**I:** Alright. So among all the mentioned activities, which one do you prefer?

185 **S3:** I love presentation most. No matter how good or bad the presentations may be, I learn a lot because I myself participated into making it. Sitting to do exercises for a long time was so dead boring. Most of the time, I don't know what to do for the time to pass by more quickly.

190 **S6:** So do I. Presentation can be simply and easily absorbed into one's head because of many images and sounds. S1's presentation, for example, was so interesting because he had used a big number of pictures and videos. His pair had been so successful.

195 **S1:** I agree with S3 and S6 that I prefer presentation to other activities. Some reasons are the same as above mentioned. Moreover, presentation was kind of fun. During preparing and making a

presentation, I learned a lot, knew more interesting and new information. Regardless of being time and effort consuming, presentation was great, especially speaking in front of other people.

**S4:** Same here. Presentation is a free activity. It is quite new in  
200 Vietnam. It is totally different from other boring sample exercises. I love it.

**I:** Participating in these activities, do you like to work alone, in pairs or in teams/groups? Why?

**S1:** I prefer working in pair instead of in a four or five member group.  
205 In groups, it's hard to divide work among members.

**S4:** Individually. Working alone can avoid conflicts among members. This person wants to talk about this one but that person like that one, which can then lead to endless arguments and assignment failure.

**S5:** I like working in pairs more. It's easy to cooperate among  
210 members and come to an agreement.

**S6:** Same here as S5

**S3:** I prefer working in groups. I think the variety of group members can bring many good ideas and different viewpoints. Furthermore, we can support each other.

### 215 **Evaluation on the observed lessons**

**I:** Now I want to remind you about the lessons I have observed for the last weeks. The first one was in period 5 Thursday of the first week of April. The main activity you had was listening to a video about people's presenting experience. Some different accents were in the  
220 video. What were your opinions on that lesson?

**S3:** So boring. (S5: Not too bad ...). Nothing came into my head after that lesson. The teacher would not call everybody, there was always someone listening to the video carefully, for example S1, I thought I didn't need to be attentive. In fact, I didn't listen but sleep.

kkkkk

225 **S6:** I love listening but that lesson was a little boring.  
**S5:** Yes, I think so.  
**S2:** I am not on their side. That lesson was quite interesting, a chance to practice listening and get familiar to different accents. However, listening in the last period was so tiring and exhausting.

230 **S4:** I don't like listening but I had tried to listen because the skill was the most difficult. I am not good at listening.  
**I:** Thank you. Next is the second one – presentation.  
**S3:** Listening to others' presentation is great. Specifically, the presentation which has a lot of images and videos interested me most.

235 Working in pairs is good but I still prefer working in groups.  
**S6:** Working in pairs will be a disaster if two of them are both passive and quiet.  
**S5:** I learned a lot on that day. I knew about each person's speaking ability and their confidence. S1's presentation was my favorite

240 because of his sense of humor and a lot of visual and auditory aids.  
**S2:** Presenting helped us to practice team work and speaking skills, search information, the combination of eye contact and presentation.  
**S4:** However, just presentation in 3 periods was unbearable. I, actually, was overloaded with information.

245 **S2:** I agree. It should be only in one period, that's enough.  
**S1:** 3 periods of presentation could have been okay if the teacher let us have some fun such as singing in the intervals.  
**I:** I see your points. [...]. In the third and fourth lessons, I found that the teacher usually made use of one activity "teaching simulation" –

250 some of you were asked to pretend to be a teacher and check your classmates' answers. What can you comment on that?  
**S2:** Whenever it happened to me, I was forced to do so. I thought the teacher was tired so she asked us to teach instead of herself. But in

255 general, this activity could help me practice speaking, and improve my confidence. Moreover, I had chance to hear others' ideas, explanations which sometimes benefited me much.

**S6:** I don't like this activity. We don't have teaching skills and we are not so confident. Standing there was sometimes stressful. I tried to be friendly but they showed me boredom in return. I can't stand it.

260 **S5:** I prefer teacher's lecture because she could provide more knowledge than our peers could.

**S4:** In my opinions, the teacher should make a lecture rather than asking us to do so.

**S1:** I thought this activity was beneficial for those who were asked to  
265 simulate a teacher but boring for those sitting as the audience. Teaching required us to think more carefully and teaching peers helped me learn better.

**I:** Which lesson is your favorite?

**S1, 2, 3, 4 and 6:** the second

270 **S5:** the third and fourth – I learned a lot of grammar and vocabulary.

**I:** Thank you so much for your time and cooperation. Good bye.

#### APPENDIX 10. CLASSROOM OBSERVATION CHECKLIST

<b>Class</b>	
<b>Observer's Name</b>	
<b>Date of observation</b>	
<b>Lesson</b>	
<b>Duration</b>	

<b>Activity(ies)</b>	
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<b>Material(s)</b>	
<b>Teacher's purpose</b>	
<b>Teacher role</b>	
<b>What learners respond (behavior and attitude)</b>	
<b>Catered learning style(s)</b>	

**OVERALL COMMENTS (THE ACCOMMODATION OF LEARNING STYLES)**

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**APPENDIX 11. CLASSROOM OBSERVATION CHECKLIST No.1**

<b>Class</b>	10I – Foreign Language Specializing High School, Hanoi
<b>Observer's Name</b>	Nguyen Thi Thinh
<b>Date of observation</b>	07/04/2011
<b>Lesson</b>	Listening
<b>Duration</b>	1 period – 45 minutes

<b>Activity(ies)</b>	Listening to a video on people's presentation experience, then answer teacher's questions (different accents found)
<b>Material(s)</b>	A video clip
<b>Teacher's purpose</b>	<ul style="list-style-type: none"> <li>- To get her students opportunity to practice listening for details</li> <li>- To provide them with the real experience some people have encountered and the solutions they have come up with to solve the problem. The information was given relevantly because the students were going to make some presentation the following week.</li> </ul>
<b>Teacher role</b>	<ul style="list-style-type: none"> <li>- Facilitator</li> </ul>
<b>What learners respond (behavior and attitude)</b>	<ul style="list-style-type: none"> <li>- Some were very enthusiastic and cooperative but some were inattentive</li> </ul>
<b>Catered learning style(s)</b>	<ul style="list-style-type: none"> <li>- Visual: video, blackboard writing</li> <li>- Auditory: listening, teacher's explanation</li> <li>- Tactile (note taking)</li> <li>- Individual (yes)</li> </ul>

### **OVERALL COMMENTS (THE ACCOMMODATION OF LEARNING STYLES)**

The lesson was quite lively and interesting. The teacher had used extra material for her students to learn listening as well as getting themselves

ready for presentation assignment the following week → some learning styles (visual, auditory and individual) had been accommodated in this lesson.

**APPENDIX 12. CLASSROOM OBSERVATION CHECKLIST No.2**

<b>Class</b>	10I – Foreign Language Specializing High School, Hanoi
<b>Observer’s Name</b>	Nguyen Thi Think
<b>Date of observation</b>	14/04/2011
<b>Lesson</b>	Presentation
<b>Duration</b>	3 periods – 135 minutes



<b>Activity(ies)</b>	<p>Student's presentations on assigned topics in English (students prepared in advance)</p> <p>Pair work</p> <p>Allowance time: 10 minutes each pair</p>
<b>Material(s)</b>	<p>Power Point Slides, presenters' notes and videos</p> <p>Supporting facility(ies): overhead big-screen TV and laptop computer</p>
<b>Teacher's purpose</b>	<ul style="list-style-type: none"> <li>- To have students learn by themselves and then provide others with what they have obtained when finding the information for the presentation</li> <li>- To increase the students' confidence in speaking</li> <li>- To give them mark as one of two oral tests in class</li> </ul>
<b>Teacher role</b>	<ul style="list-style-type: none"> <li>- Being an objective observer (orienting the students only when necessary)</li> <li>- Giving comments on the students' presentations</li> </ul>
<b>What learners respond (behavior and attitude)</b>	<p><b>Audience:</b></p> <ul style="list-style-type: none"> <li>- Being noisy and inattentive at some time</li> <li>- More attentive when the teacher asked them</li> <li>- Paying more attention to several presentations which used video or eye-catching and funny images</li> <li>- (some students at the back) revising their slides or trying to rehearse with their partners before presenting → not so attentive</li> </ul> <p><b>Presenters:</b></p> <ul style="list-style-type: none"> <li>- Being well-prepared with good slides</li> <li>- Being quite confident</li> <li>- Showing their creativities (i.e. turning the presentation into a next-top-beauty contest show</li> </ul>

	or a how-to lesson)
<b>Catered learning style(s)</b>	Visual (slide, image and video), auditory (orally presenting, video), kinesthetic (presenting, role-play), tactile (note taking), group (pair work), individual (observing the presentation individually)

**OVERALL COMMENTS (THE ACCOMMODATION OF LEARNING STYLES)**

General speaking, the presentation activity assigned by the teacher is really a good one which has catered for all the students' learning styles, especially for visual, auditory, kinesthetic and group styles. Most of the students in class (20/24 students) had chance to present in front of class. Therefore, observing the lesson helped the researcher to know more about each student's learning styles and be able to confirm the results which had been indicated by the questionnaire before.

**APPENDIX 13. CLASSROOM OBSERVATION CHECKLIST No.3**

<b>Class</b>	10I – Foreign Language Specializing High School
<b>Observer's Name</b>	Nguyen Thi Thinh
<b>Date of observation</b>	19/04/2011
<b>Lesson</b>	Unit 16 – Historical Places
<b>Duration</b>	3 periods – 135 minutes

<b>Activity(ies)</b>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Vocabulary teaching (new words in reading passage and vocabulary differentiation)</li> <li>- Grammar teaching (word form, word stress,</li> </ul>
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	prepositions)
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Textbook (use of the reading passage)</li> <li>- Teacher-designed extra handouts (number: 2)</li> </ul>
<b>Teacher's purpose</b>	<ul style="list-style-type: none"> <li>- <b>Reading section:</b> <ul style="list-style-type: none"> <li>• Skill(s): Reading for main idea, reading for specific information.</li> <li>• Language: teaching students new vocabulary of the theme historical places</li> </ul> </li> <li>- <b>Vocabulary teaching:</b> <ul style="list-style-type: none"> <li>• Help students to understand the meaning of the passage more thorough without new word difficulty</li> <li>• Guide students to differentiate the difference among a set of similar words (e.g. historical/historic; temple/shrine/pagoda/mosque/synagogue/church; etc.)</li> </ul> </li> <li>- <b>Grammar teaching:</b> <ul style="list-style-type: none"> <li>• Bring chance for the students to review some words in their different forms (i.e. noun, verb, adjective, adverb)</li> <li>• Check the students' knowledge of the stress of some theme-related words (anniversary, dynasty, imperial, location, historian, registrar, pagoda, royalty, etc.)</li> <li>• Provide the students with some prepositions which may be used with the new words in sentences.</li> </ul> </li> </ul>
<b>Teacher role</b>	<ul style="list-style-type: none"> <li>- Facilitator &amp; guide (provide exercises, organize)</li> <li>- Observer (in reading section)</li> <li>- Motivator (through the lesson – role as a joke maker)</li> <li>- Participant (in reading section – role as a</li> </ul>

	challenging student)
<b>What learners respond (behavior and attitude)</b>	<ul style="list-style-type: none"> <li>- <b>Period 1 (reading section):</b> <ul style="list-style-type: none"> <li>✓ A student (who simulated as a teacher): reluctant</li> <li>✓ The others: not so enthusiastic</li> </ul> </li> <li>- <b>Period 2 (grammar):</b> <ul style="list-style-type: none"> <li>✓ All students: quite attentive to take notes</li> <li>✓ Some: chitchat with desk mates</li> <li>✓ Two students: fidgeting their pens or ink erasers</li> </ul> </li> <li>- <b>Period 3 (grammar and vocabulary)</b> <ul style="list-style-type: none"> <li>✓ Attentive</li> </ul> </li> <li>▪ <b>Note:</b> Students became more excited when the teacher made jokes or discuss authentic knowledge (i.e. plagiarism, parody, piracy)</li> </ul>
<b>Catered learning style(s)</b>	<ul style="list-style-type: none"> <li>- Visual (handout, board writing in different chalk colors, textbook)</li> <li>- Auditory (class discussion and explanation, teacher's lecture, students' facilitation, jokes)</li> <li>- Kinesthetic (teacher simulation (model a teacher in front of the class))</li> <li>- Tactile (note taking)</li> <li>- Group: pair work in vocabulary section</li> <li>- Individual: all the time except for pair work in vocabulary section.</li> </ul>

### OVERALL COMMENTS (THE ACCOMMODATION OF LEARNING STYLES)

In the three observed periods, it was noticeable that the teacher was quite well-prepared for the lesson. She used not only textbook but other supplementary materials as well to improve the students' knowledge on reading, vocabulary and grammar. The activities were quite various but the one which had been used most was teacher's asking students to write their answers on the blackboard, give explanations and then check. The different one was recorded in reading section in which the teacher

assigned a student to be in charge of checking her classmates' answers and justifications as a teacher.

The lessons would be most suitable for those who learnt best in visual, auditory, and individual learning styles.

#### APPENDIX 14. CLASSROOM OBSERVATION CHECKLIST No.4

<b>Class</b>	10I – Foreign Language Specializing High School, Hanoi
<b>Observer's Name</b>	Nguyen Thi Thinh
<b>Date of observation</b>	21/04/2011
<b>Duration</b>	3 periods – 135 minutes
<b>Lesson</b>	Unit 16: Historical Places

<b>Activity(ies)</b>	<ul style="list-style-type: none"> <li>- Vocabulary teaching (cont.)</li> <li>- Grammar Teaching (Phrasal Verbs) <ul style="list-style-type: none"> <li>• Students' doing grammatical exercises</li> <li>• Teaching simulations of some students in checking part</li> </ul> </li> </ul>
<b>Material(s)</b>	<ul style="list-style-type: none"> <li>- Teacher-designed extra handouts (phrasal verb exercises)</li> </ul>
<b>Teacher's purpose</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary teaching:</b> <ul style="list-style-type: none"> <li>• Continue guiding students to differentiate the difference among a set of similar words (e.g. atmosphere/climate/weather; economic/economical; etc.)</li> </ul> </li> <li>- <b>Grammar teaching:</b> <ul style="list-style-type: none"> <li>• Enable students to review their knowledge of phrasal verbs</li> <li>• Help them to get a better understanding of phrasal verbs and more interaction with the other classmates when simulating to teach/facilitate in class</li> </ul> </li> </ul>

<p><b>Teacher role</b></p>	<ul style="list-style-type: none"> <li>- Facilitator and Guide (provide exercises, give instructions, choose simulated teachers, correct wrong answers, give comments)</li> <li>- Observer</li> </ul>
<p><b>What learners respond (behavior and attitude)</b></p>	<ul style="list-style-type: none"> <li>- 5 simulated teachers: <ul style="list-style-type: none"> <li>• 3 of them: confident, the others: embarrassed and hesitated</li> <li>• Note: one of them gave quite a lot of wrong answers</li> </ul> </li> <li>- Audience students: <ul style="list-style-type: none"> <li>• Two: doing mathematical exercises</li> <li>• One: sleeping</li> <li>• The rest: some - cooperative to answer stimulated questions and some – not interested and involved much</li> </ul> </li> </ul>
<p><b>Catered learning style(s)</b></p>	<ul style="list-style-type: none"> <li>- Visual (writing notes on blackboard)</li> <li>- Auditory (oral instruction and explanation)</li> <li>- Kinesthetic (teaching simulations)</li> <li>- Tactile (note taking)</li> <li>- Group (no – students were not assigned to work in group but some actively formed their pairs)</li> <li>- Individual (yes, all the time according to the teacher’s instruction)</li> </ul>

**OVERALL COMMENTS (THE ACCOMMODATION OF LEARNING STYLES)**

The main activities of the lessons were not so various, students’ doing drills and checking by simulated teachers. However, those also catered for some certain learning styles, especially tactile, auditory, individual and visual.

**APPENDIX 15. UNIT 16: HISRORICAL PLACES  
READING SECTION (ENGLISH 10 INTENSIVE)**

# 16

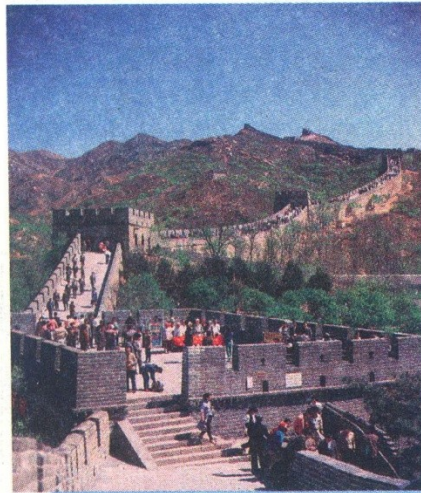
## Historical Places



### READING

#### Before You Read

Work with a partner. Match the pictures with the names of the countries they belong to.



a



b

1. Cambodia
2. Viet Nam
3. China
4. Japan



c



d



### Reading Text

Read the text and do the tasks that follow.

After its establishment as the national capital of Japan in 794, Kyoto became the new base of the Japanese imperial family, and for over a thousand years it developed into a center of Japanese culture.

With its 1,600 Buddhist temples, 400 shrines, many palaces, and dozens of fabulous gardens, Kyoto is ranked one of the most culture-rich cities of the world. Kyoto is also famous for its colorful festivals. Every year, the enthronement anniversary of the emperor and other fascinating state events are still held here.

Since the imperial capital was moved to Tokyo in 1868, Kyoto has been transformed into a modern city under the influence of Western culture. As the Japanese government recognizes the need to protect its invaluable properties, the cultural and historical sites in Kyoto and in the surrounding areas have been given appropriate care and maintenance.

In fact, a set of 17 historical sites was registered as World Heritage in 1993.

In the hilly northeastern edge of the Nara Basin, 40 km east of Osaka, lies the city of Nara. Although the city's name was officially changed to Heijo-kyo when it was made the capital of Japan in 710, Japanese preferred calling it the capital of Nara because of its location. Both businesses and the arts started to flourish in Nara until 794 – when the capital was moved to Heian-kyo (Kyoto). Nara is now referred to as the ancient capital of Japan, and in spite of the change in status, it has become one of the most visited cities in Japan. The hidden beauty, the rich history, and the atmosphere of ancient Japan that Nara retains make it one of the highlights of Japanese tourist industry.

a) Choose the best title for the text.

1. Kyoto, Ancient Capital of Japan
2. Ancient Capitals of Japan
3. Nara, First Capital of Japan
4. Capitals of Japan



b) Find the words in the text with the following meanings.

1. extremely good (like in fairy tales)
2. founding (n.)
3. a ceremony to show that a king or queen starts his / her rule
4. the act of keeping something in good condition
5. things that are owned by somebody or by a nation
6. develop highly

c) Answer the following questions.

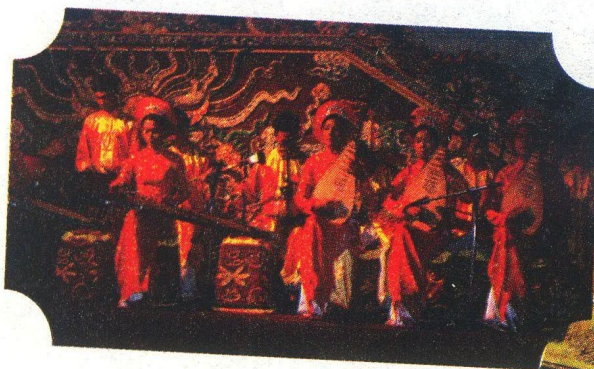
1. Why is Kyoto considered an important cultural center of Japan?
2. How are Japanese ancient rituals and traditions kept alive in modern Kyoto?
3. Has the Japanese government given proper preservation of Kyoto's historical sites? Why or why not?
4. How long did Nara function as Japan's imperial capital?
5. What makes Nara a famous tourist attraction nowadays?

d) Work in groups of four. Talk about what you know about Hue, the former capital of Viet Nam.

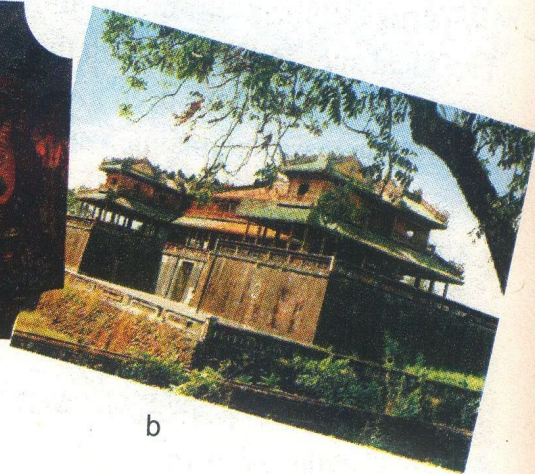


## LISTENING

a) Work in pairs. Match the following words / phrases with the corresponding pictures.



a



b

**APPENDIX 16. A SAMPLE LESSON PLAN WITH READY-MADE  
MATERIALS – MULTI-STYLE APPROACH  
LESSON PLAN (FOR GRADE 10 STUDENTS in 10I - FLSS)  
UNIT 16: HISTORICAL PLACES  
READING SECTION**

<b>1. Class description</b>	24 grade 10 students (mainstream English-specializing), 19 girls and 5 boys Diagnosed level: Intermediate	
<b>2. Time</b>	45 minutes	
<b>3. Class diagnosis</b> (main focus: students' learning styles)	<ul style="list-style-type: none"> <li>- Multiple learning styles</li> <li>- Identified major learning styles: tactile, kinesthetic and auditory</li> <li>- Identified negative learning styles: individual, group and visual</li> </ul>	
<b>4. Selected Approach</b>	Multi-style approach (handling multiple learning styles)	
<b>5. Assumed knowledge</b>	Students have known some knowledge of Vietnam history	
<b>6. Anticipated problem</b>	- Run out of time	
<b>7. Teaching aids</b>	Textbook (English 10 Intensive), word/information cards, images	
<b>8. Procedure</b>		
<b>Teacher (T)</b>	<b>Students (Ss)</b>	
<b>8.1. Warm-up activity (15 mins)</b> <b>ancient capitals of Vietnam</b>		
- <b>Objectives:</b> 1) to warm the students up 2) to lead into the lesson (reading theme: ancient capitals) 3) <b>to accommodate kinesthetic, auditory, visual and group learning styles</b>		

- Asks Ss two eliciting questions: what is official capital of Vietnam now? And what were ancient capitals of our country?
- Lead to the game: Ancient capitals of Vietnam
- Step-by-step oral instruction  
**(auditory):**
- + The whole class is divided into four groups of six: Group A, Group B, Group C and Group D (or name your group as you wish) **(group)**
- + Group A and B are given set 1 of location cards; group C and group D set 2 of time cards
- + T writes the names of some ancient capitals on the board and shows their images one-by-one. **(visual)**
- + Group A competes with group B to find the locations, group C competes with group D to find the time (stick on the board as fast as possible)
- + Note: group members take turn to stick the cards on the board → everyone has to **move (kinesthetic)**
- + T checks the groups' answers and declares the winners of the game
- Congratulates the winners and then asks them questions: what is official capital of Japan? And what were its ancient capitals?
- Lead into the reading section

bbbbbb

- Answer questions
- Listen to the instruction
- Gather in their groups
- Study the cards
- Group A+B: find the location of the capital in their set → stick on the board
- Group C+D: find the time when the capital existed in their set → stick on the board
- Answer T's questions

**8.2. Main task: reading comprehension  
(20 minutes)**

- **Objectives:** 1) improve students' reading skills (reading for gist, reading for specific information) 2) accommodate **kinesthetic/tactile, individual, group, visual, and auditory learning styles**

<ul style="list-style-type: none"> <li>- Asks Ss to skim through the text and answer the previous question of ancient capitals of Japan. <b>(visual)</b></li> <li>- Ask Ss to choose the best title for the text (Answer: 2. Ancient capitals of Japan)</li> <li>- <b>Vocabulary game: what is that? (7 minutes)</b></li> <li>- Divides Ss into 4 groups as in the Warmer <b>(group)</b></li> <li>- Tells each group to send a representative to the board</li> <li>- Oral instruction <b>(auditory)</b></li> <li>+ Each group takes turn to join the game.</li> <li>+ The representative of group 1 draws one piece of paper in set 1 (group 2 – set 2) and then use hand <b>(tactile)</b> and body <b>(kinesthetic)</b> to describe the word for their group to guess.</li> <li>+ If the turn-taking group guesses correctly, two points. If this group gets it wrong, the other can get one point for a correct answer.</li> <li>+ T informs the correct or wrong answers (consider the first answer from the group)</li> <li>- Congratulates the winners and explains the new words (if any).</li> <li>- Asks Ss to answer the questions in part c) below the passage individually (individual)</li> <li>- Checks correct answers and explain dddddd</li> </ul>	<ul style="list-style-type: none"> <li>- Skim the passage and answer question</li> <li>- Answer question</li> <li>- Gather in groups</li> <li>- Choose the representatives</li> <li>- Listen to instruction</li> <li>- Join the game</li> <li>- Read the passage and answer the questions</li> </ul>
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<b>8.3. Follow-up activity (10 minutes)</b>	
<ul style="list-style-type: none"> <li>- <b>Objectives:</b> 1) to improve Ss' speaking skill 2) to accommodate group, auditory and kinesthetic learning styles</li> </ul>	
<ul style="list-style-type: none"> <li>- Asks Ss to work in pairs to talk about Hue, one of the ancients capital and its maintenance (<b>pair work</b>)</li> <li>- Chooses some pairs to present in front of class (<b>auditory, kinesthetic</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Gather in pair and take turn to practice speaking</li> <li>- Present in front of the classmates</li> </ul>

SET 1 OF LOCATION CARDS (FOR GROUP A+B)

✂ (cut along the line)

PHU  
THO

NINH  
BINH

HANOI

HUE



**VINH  
PHUC**

**HANOI**

275

**SET 2 OF TIME CARDS (FOR GROUP C+D)**

✂ (cut along the line)

**HỒNG BÀNG  
DYNASTY (2000  
B.C)**

**THỤC DYNASTY  
(257 – 208 B.C)**

**RULE OF TRÚNG  
SISTERS (40 – 43  
A.D)**

**ĐINH DYNASTY  
(968 – 979 A.D)**

**LÝ DYNASTY (1010  
– 1225 A.D)**

**NGUYỄN LORDS  
(1600 – 1777 A.D)  
AND TÂY SƠN  
DYNASTY (1778 -  
1802)**

NAMES AND IMAGES OF ANCIENT CAPITALS (FOR TEACHER USE)

**1. PHONG  
CHÂU**



**2. CỔ LOA**



**3. MÊ LINH**



**4. HOALŨ**



**5. THĂNG  
LONG**





**6. PHÚ  
XUÂN**



**VOCABULARY GAME**

**A SET OF WORDS FOR THE REPRESENTATIVES TO CAST**

<b>GROUP 1</b>	<b>GROUP 2</b>
EMPEROR	TO ESTABLISH
TO PROTECT	BUDDHA
TO RANK	GARDEN
PROPERTIES	TO MOVE
WORLD HERITAGE	TO RECOGNIZE
TO PROTECT	ATMOSPHERE
HIGHLIGHT	TO REGISTER
TO LIE	FASCINATING
FABULOUS	HIDDEN
HILLY	RICH

 (cut along the line)

*Note: teacher should make the cards bigger in case they may want to make them more visual*

kkkkkk