

DESIGN OF A BOOKLET WITH TECHNIQUES TO OPTIMIZE
VOCABULARY LEARNING THROUGH VISUAL, AUDITORY AND
KINESTHETIC LEARNING STYLES FOR BEGINNER STUDENTS

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BUCARAMANGA

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RESÚMEN

TÍTULO: DISEÑO DE UN FOLLETO CON TÉCNICAS PARA OPTIMIZAR EL APRENDIZAJE DE VOCAULARIO A TRAVÉS DE ESTILOS DE APRENDIZAJE VISUAL, AUDITORIO Y KINÉSICO PARA ESTUDIANTES PRINCIPIANTES*

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PALABRAS CLAVES:

Estilos de Aprendizaje, Vocabulario, Técnicas, Aprendizaje Autónomo. .

DESCRIPCIÓN

El objetivo de este proyecto es crear una herramienta (folleto) para los estudiantes mediante la cual puedan mejorar el aprendizaje de vocabulario a través de los estilos de aprendizaje.

Este proyecto se realizo en tres diferentes etapas; la primera fue la recopilación y formación de un marco teórico, la segunda fue la recopilación de información a través de observaciones, entrevistas y desarrollo de encuestas hechas a los estudiantes de primer semestre en licenciatura en inglés de la universidad industrial de Santander y por último la creación del folleto (Booklet) gracias a la información recopilada durante el periodo de desarrollo del proyecto.

De esta forma, se logró realizar un folleto que contiene la recopilación de técnicas separadas según tres estilos de aprendizaje, visual, auditivo y kinésico. De esta forma, este booklet está dividido en cuatro pasos principales para su desarrollo. La primera es el reconocimiento de los estilos de aprendizaje de los estudiantes, la segunda es seguir unos consejos propuestos para un mejor ambiente de aprendizaje, la tercera es el desarrollo de actividades y la cuarta es el complementar un diario acerca de la efectividad de las actividades propuestas a través de una autoevaluación.

Para resumir, debido a las investigaciones que sea realizaron se decidió crear un material didáctico para el estudiante en donde pueda aprender de sus propios éxitos o fallas siguiendo el modelo de autonomía.

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SUMMARY

TITLE: DESIGN OF A BOOKLET WITH TECHNIQUES TO OPTIMIZE VOCABULARY LEARNING THROUGH VISUAL, AUDITORY AND KINESTHETIC LEARNING STYLES FOR BEGINNER STUDENTS

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KEY WORDS

Learning Styles, Vocabulary, Techniques, Autonomous Learning.

DESCRIPTION

The purpose of this Project is to create a tool (booklet) for students to improve their vocabulary learning through different learning styles.

This project was developed in three different steps. The first is the creation and compilation of a theoretical framework. The second was the compilation of information through field observations, interviews and development of surveys filled by first semester students of the English Teaching Program at Universidad Industrial de Santander. Finally, it was carried out the design of the booklet based on the information gathered during the period of the development of the project.

Consequently, it was possible to create a booklet that contains the compilation of techniques divided according to the tree learning styles: (visual, auditory and kinesthetic). In view of this, this booklet is divided in four principal steps for its development. The first is the student's awareness of their own learning style. The second is to follow some pieces of advice proposed to create a better studying environment. The third is the development of the activities and, the fourth is the fulfillment of a journal about the effectiveness of the activities proposed in the booklet through a self-evaluation.

To sum up, it was decided to create a dynamic material based on the research of the project. With this material, the student is able to learn from his/her own successes and failures in an autonomous approach.

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INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

During the last years EFL teaching and learning has changed from its traditional point of view (teacher-center) to new approaches (student-center) which promote learners individual differences and learners autonomy, giving to the students more responsibility and control of their learning process. Researchers have found that student-center approaches (autonomous approaches) make learning more efficient and effective. This is because autonomous or independent learners who understand the purpose of their learning process explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities and regularly review their learning and evaluate its effectiveness.

This project aims to look for ways in which beginner students could optimize their language learning process through the autonomous approach. Therefore, we carried out several class observations in a pre-intermediate English group at Universidad Industrial de Santander (UIS). The analysis of these observations showed that there was a need to optimize vocabulary learning. For that reason, we proposed to design a booklet taking into account that: first, vocabulary is one of the most important linguistic aspects of a language; and second, beginner students might not know effective techniques to learn vocabulary because they are in an initial level of the language learning process. This booklet consists of a compilation of techniques classified in visual, auditory and kinesthetic learning styles.

This document includes the process carried out during the research. Initially, there is a justification that states the importance of the project and why it was done. Secondly, the statement of the purpose presents a research question

and, the general and specific objectives of the project. Then, there is a theoretical framework with the concept of learning styles and the impact of working with them in language learning. After this, the research methodology describes in detail the type of study, participants, data collection, instruments and, the procedure followed during the research. Subsequently, the design of the booklet is presented. And finally, conclusions and recommendations are given for further implementation and investigation.

1.2 JUSTIFICATION

Vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning. Therefore, finding the exact words to express the learner's idea is vital for becoming fluent and confident in the L2. The prominent role of vocabulary knowledge in second or foreign language learning has been recently recognized by theorists and researchers in the field. Accordingly, numerous types of approaches, techniques, exercises and practice have been introduced into the field to teach and learn vocabulary. It has been suggested that teaching and learning vocabulary should not only consist of specific and individual words *but also aim at equipping learners with strategies necessary to expand their vocabulary knowledge* (Ghazal, 2007).

Vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. According to Robles (2005) beginner EFL students are lacking in this aspect of the language. Thus, this linguistic difficulty affects students' performance in the L2. Beginner students in the pre-intermediate level of the ELT program at UIS might experience this problem, making their learning process more difficult, and presenting a strong rejection to some learning tasks involving oral production.

With the aim of helping students to make easier the vocabulary learning in this initial level of the process, the current research project focuses its attention on proposing a possible solution to acquire vocabulary in a more effective and efficient way. The main purpose of this project is to design a booklet with techniques through the visual, auditory and kinesthetic learning styles. In this way, the tentative hypotheses are: first, students are not aware of their learning channel preference (visual, auditory and kinesthetic). Second, students are not aware of techniques, strategies or activities to optimize the vocabulary learning. Third, students present a strong rejection to oral production tasks because they cannot find the words to express their thoughts and ideas in the L2.

2. STATEMENT OF THE PURPOSE

From the class observations, it could be observed that some students did not voluntarily participate in oral production activities; instead of that they had to be called by their names in order to participate. What is more, when the activity implied speaking in L2 the easiest way for the student to express was with the use of L1; that showed the limitations students had in terms of vocabulary knowledge and that was why most of the time students look at in the dictionary, ask to the teacher or another partner the meaning of a word when they wanted to have a good performance in class.

Table 1. Class Observation Fragment

<p>...The same Ss always say their opinion and speak voluntarily while there are others who need to be called by the teacher...</p> <p>...The Ss selected for the project only talk when the T asks them instead of doing it voluntarily...</p> <p>... One student helps his partner translating the question the T asked...</p> <p>... A student who wears glasses explains to the T his idea about a sentence using L1...</p> <p>... There is use of L1 from Ss to give their opinion...</p>
--

These imply that most of the students might lack of other techniques to learn vocabulary rather than looking at the dictionary or asking to the teacher. And from this point was where our research question presented below emerged.

2.1 RESEARCH QUESTION

- What kind of techniques can benefit vocabulary learning for a beginner student in the pre-intermediate level of the ELT program at UIS University considering his/her individual learning style?

2.2 GENERAL OBJECTIVE

- To design a booklet with techniques to optimize vocabulary learning for beginner students in the pre-intermediate level of the ELT program at UIS taking into account visual, auditory and kinesthetic learning styles.

2.3 SPECIFIC OBJECTIVES

- To identify beginner students' learning style in the pre-intermediate level of the ELT program through the questionnaire *learning channel preference* proposed by O'Brien (1985).
- To collect techniques to optimize vocabulary learning through learning styles (visual, auditory and kinesthetic) proposed by experts in the field.

3. THEORETICAL FRAMEWORK

Since the 1970s, educational researches have shifted their focus from the traditional views (teacher-center) to the learners` perspective (learner-center). Lots of studies have paid attention to the relationship between the learners` achievement and their individual differences - personality, motivation, aptitude, learning styles, learning strategies, gender and age, etc. Learners and learning come to the center of the research. One of the learners` individual variables – learning styles – has become an extensive area of interest within educational research. This interest is related to the rise of learner-center education and the associated need to profile the learner in a manner that has predictive power in terms of learning outcomes (Wang & Jin, 2008).

3.1 THE CONCEPT OF LEARNING STYLES

Learning styles are defined by Rebecca Oxford (Celce-Murcia, 2001) as the general approaches that students use in acquiring a new language or in learning any other subject. In other words, they refer to the individual`s characteristics and preferred ways of gathering, interpreting, organizing and thinking about information. Learning styles are not dichotomous (black or white, present or absent), but generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extroverted than introverted, or more closure-oriented than open, or equally visual and auditory but less kinesthetic and tactile. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

Learning styles have been suggested as “an important factor affecting learners academic achievement, how learners learn, teachers teach, and learner-teacher interaction” (Gorger & Guild, 1984). The term learning style

involves four aspects of the individual: the cognitive style (i.e. preferred patterns of mental functioning); patterns of attitudes and interests that affect what an individual will pay most attention to in a learning situation; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others (Lawrence, 1984).

3.2 LEARNING STYLES AND LANGUAGE LEARNING

Some researchers such as Oxford and O'Brien have found that exposed to the same material and learning environment, some students may learn with ease and achieve success while others feel terrible and despaired. They believe that this may be attributable to the fact that each individual has his or her preferred way of learning a foreign language

At least twenty dimensions of learning style have been identified. However, according to Oxford (Celce-Murcia, 2001) four of them are likely to be among those most strongly associated with L2 learning: sensory preferences, personality types, desired degree of generality, and biological differences. We are going to describe briefly what each of these dimensions means.

Sensory preference is divided in four main areas: visual, auditory, kinesthetic and tactile. Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Personality type is another important style aspect for L2 education. It consists of four strands: extroverted versus introverted; intuitive- random versus sensing-sequential; thinking versus feeling and closure-oriented/judging versus open/perceiving. Personality type is a construct based on the work of psychologist Carl Jung. Desired Degree of Generality contrasts the learner who focuses on the main idea or big picture (global or holistic student) with the learner who

concentrates on details (analytic student). Biological differences involve biological factors such as *biorhythms* (the times of day when the learner feels good and performs best); *sustenance* (the need for food or drink while learning); and, *location* (nature of environment).

Many studies have shown that working with language learning and learning styles together have improved students' performance in the L2. According to Banner and Rayner (2000), by considering learning styles, teachers can begin to enhance their approach to teaching. The possibility of more focused work, targeting styles in an approach to lesson planning, opens up greater opportunity for differentiation. An awareness of pupils' learning styles can also improve behavior by building levels of motivation and self-confidence within the group. A focus on style can result in the learner feeling more involved in the process of learning. Teachers can, therefore, use style to structure lesson activity with the aim of raising pupil motivation, interest, and on-task behavior, but, above all, reinforcing the development of communicative ability.

Banner and Rayner found in their research, three benefits of including style in an approach to teaching and learning. First, a direct accommodation of individual differences in the classroom. Second, a pedagogical concept which provides a more structured, assessment-based approach to learning in an FL scheme of work. And third, the enhancement of classroom management and group work in FL teaching.

Abella and Salinas (2009) carried out a case study research with eighth grader students in a private school in Bogotá-Colombia. The objective of this research was to determine the learning styles characterizing low-achievement students when learning English. It also gives an account of the role learning styles played in the learning process as well as the factors that allowed students to explore their styles. They conclude that the incorporation of

learning styles facilitated the learning process. Besides, learning styles helped the students move forward in their learning process. Reinforcing and reviewing contents through different activities supported this forward-moving process.

However, some authors and researchers disagree with these statements. For example, Isemonger (2007) carried out a research with 260 Japanese students. The main purpose of the research was to evaluate the validity of learning style instrumentation and the LCPC (Learning Channel Preference Checklist) in particular. Results from the study are presented in two sections. In the first section, the reliability of scores derived from the scales hypothesized by O'Brien was tested using Cronbach's alpha. In the second section, a CFA (Confirmatory Factor Analysis) was conducted to verify the three-factor hypothesized structure, with inspection of an oblique model. Scores derived for the LCPC in this study were psychometrically weak. Also, she mentions the following authors as a sample of those who have argued that learning style instrumentation in general is problematic or who have found the psychometrics of a specific instrument questionable: Curry, 1990; Ferrari, 1996; Furnham, 1992; Goldstein & Bokoros, 1992; Henson & Hwang, 2002; Isemonger & Sheppard, 2007; and Moran, 1991.

Dawson (cited by Isemonger, 2007), in secondary research covering a number of studies looking at interaction effects between modality preference and teaching strategies, failed to find compelling evidence for such interactions. Deverensky (cited by Isemonger, 2007), in arguing the case that modality preference had not shown an effect on reading performance, was one of the first to recognize that the problem might be operational. He suggested that the difficulty of finding sensitive measures of such preferences was a critical limitation. Nowadays, the discussion about validity and reliability

of learning styles instrumentation, and the effect of modality preference on language learning continues.

For the purpose of this research, we agree with authors who have found positive effects in student's performance in the L2 when using learning styles and language learning together. We will work from this perspective and will focus on sensory preferences dimension to design a booklet with techniques to optimize and make more efficient the learning of vocabulary. We will work on the three categories of sensory preferences which are: visual, auditory and kinesthetic.

The visual learner may think in pictures and learns best from visual displays including diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information. Videos can be good for a visual learner, as he can see what is going on and specific examples of the subject he is trying to learn. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).

Auditory learners might learn best through verbal lectures, discussions, talking things through and listening to what others have to say. They interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading texts aloud and using a tape recorder.

Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. People often mistakenly think that

people who need action or need to move around are not listening. These people are probably just kinesthetic or hands on learners. They learn better when they use their hands, move their bodies, doodle or write something down. (Fu, 2009).

3.3 LEARNING STYLES AND VOCABULARY LEARNING

Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. Although vocabulary has not always been recognized as a priority in language teaching, interest in its role in second language (L2) learning has grown rapidly in recent years. The increased interest in this topic is evidenced by a rapidly expanding body of experimental studies and pedagogical material (Celce-Murcia, 2001).

In past years, this area of language learning was often neglected because it was thought that vocabulary could simply be left to take care of itself. The low status of vocabulary learning and teaching was due to language teaching approaches at that time which emphasized grammatical and phonological structure (Celce-Murcia, 2001).

On contrast, nowadays there is a general agreement among vocabulary specialists that lexical competence is at the heart of communicative competence, the ability to communicate successfully and appropriately. Knowing a word is defined as knowing its spelling, pronunciation, collocations (i.e. words it co-occurs with), and appropriateness. Therefore, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of strategies to gain the knowledge (cited by Ghazal, 2007).

Thornbury (2002) states that vocabulary learning is a particularly productive area for the encouragement of learner autonomy. Learners are encouraged to

ask themselves what is important for them to know about individual words. They are also encouraged to assess their own vocabulary needs and shortcomings regularly, and to keep a record of their performance in actual situations. The assessment then leads to a personal program for remedying any shortcomings the students perceive in their own performance.

Researchers such as Atkinson (cited by Thornbury, 2002) has shown that learners who controlled how they learnt words performed 50 per cent better in retention tests than when they had to study random word lists set for them. Control might simply be some individual way of recording words or of testing oneself over periods of time, or it may be a case of making highly idiosyncratic associations for new words not necessarily in line with their semantic composition or their place in lexical fields.

Kumamoto-Healey (2006) carried out a research involving a small selected group of Japanese beginners. The aim of the project was to find out the factors which predisposed learners to acquire vocabulary and the methods utilized by them in the process. Results showed that an important factor in the ability of the subject to acquire new vocabulary is the learning style of the student. The findings revealed that those possessing an outgoing personality (extrovert rather than introvert) were more likely to innovate / accept productive methods of vocabulary acquisition.

Finally, it can be said that vocabulary learning is one of the major challenges foreign language learners face during the process of learning a language. One way to alley the burden is to assist students in becoming independent learners during the process of L2 vocabulary learning. This could be achieved through instructing learners to apply vocabulary learning strategies according to their individual learning style as efficiently as possible.

4. RESEARCH METHODOLOGY

4.1 RESEARCH DESIGN

This project follows the principals of a Case Study which is defined as the systematic investigation of an individual case, whether that refers to one teacher, one learner, one group, one class, etc. Case studies can be complementary rather than intrusive and their results tend to be qualitative and illuminative rather than conclusive.

The first part of the project was to select a group in the English Language Teaching program at Universidad Industrial de Santander UIS. Then, some observations and interviews were done, and some surveys were applied in order to gather the necessary information to come up with a research question i.e. What kind of techniques can benefit vocabulary learning for a beginner student in the pre-intermediate level of the ELT program at UIS University considering his/her individual learning style?. Finally, this question directed us to one answer; the design of a tool that might help students' to have a better performance in their learning process.

4.2 POPULATION

The population of this project was composed by two groups of seventeen pre-intermediate students in the English Language Teaching Program at Universidad Industrial de Santander. From these two groups, it was chosen two students who were in a beginning level and who expressed the need and the desire to improve their vocabulary learning. This sample was taken by means of an English Diagnosis Exam for beginners, an interview and a survey. The demographic information of the population is summarized in the following chart:

Table 2. Demographic information of the population.

Participant	Age	Gender
A	20 - 25	F
B	15 - 20	F

4.3 SETTING

The research was done in the Humanities building at Universidad Industrial de Santander UIS where the two selected groups had classes every day.

4.4 DATA COLLECTION INSTRUMENTS

4.4.1 Class Observation

This data collection instrument was used during two weeks in two different groups of Pre-Intermediate English class in order to find out how the class was developed, what activities were used to learn and improve vocabulary, time spend in the activities, student's attitudes to those activities, how new learnt vocabulary was used by students, what other options students used when they do not know a specific term, and so on. All this information gathered was very useful in the identification of the real problem and students' needs. To get reliable information, the observation was made by one of the researchers who observed the first hour of each class in the two selected groups. After that the researchers made a taxonomic analysis of each observation. (See appendix 1.)

4.4.2 Interview

The selected students were interviewed and recorded in order to know more about their likes for the English program, their opinion about English vocabulary, the use of it, the way to study it, and their knowledge about Learning Styles. This information was useful for the booklet design in order to make it more eye catching and interesting to them. The questions of the interview were piloted first before their implementation; it was done in Spanish and by the researcher who was the observer in the classes in order to make the students feel comfortable with the interview (see appendix 2). From the piloted interview to the final interview there were not too many changes and one question was added. The interview had 7 questions in total; some of the questions presented secondary questions that were made depending on the student's answers.

4.4.3 Surveys

To collect some extra information from the student necessary to the project; students complete a series of surveys and a test. First they presented a Placement test that was applied in order to separate the students in a beginner level from the ones in a pre-intermediate level. The placement test was made by taken topics from the Cutting-Edge Elementary book and it was applied one day before the observations were finished (see appendix 3). Second, they completed an Ethnographic Survey which helped the researchers to gather information about the selected students' background and confirmed some of their answers from the interview. The survey was an adaptation of an Ethnographic Survey created in Methodology II classes in the first semester of 2009 at UIS (see appendix 4). Finally, a Learning Style questionnaire created by O'Brien (1985) was used to get students' individual Learning Style (see appendix 5).

4.5 PROCEDURE

This research project present different stages during its creation; the first ones were to identify the research problem and to build the theoretical framework. Once these two stages were completed, the researchers move on to the following steps data collection and population selection. The researchers decided to work with beginner students selected from two of the three groups of the Pre-Intermediate class active in the English Language Teaching Program at UIS.

The researchers talked with the professors in charge of each group and explain the purpose of the project, the importance of it and the benefits for their students; through a consent letter (see appendix 6) that they signed satisfactorily. This letter allowed the observer to enter to the classes for a period of two weeks which took place between the 17th and 27th November, 2009 at different times. Eight observations were made in total.

During the observations the observer tried to identify students' needs first; and then the observations were more focus in terms of learning and use of vocabulary. It was also necessary to identify the students with a beginner level who were the selected population. On the 7th day of observation the two groups presented a placement test composed by seventy (70) questions which evaluates grammar, vocabulary usage, and writing. The test took 30 minutes of the class and it was ranged from 0 to 100 points. The students who obtained less than 70 points were selected to participate in the project; the observer asked them first if they wanted to participate and they gave positive response. The observer dated nine (9) students from both groups to a first session where they would be interviewed and invited to anyone from the class who was not selected to participate if they wanted to do it too. There was another student who showed her desire to participate in the project.

They day of the interview; only four students showed up. The observer acted as interviewer that time in order to make the students to feel comfortable with the interview. Before the interview students were instructed about the interview steps and that would be recorded as well; all of them were agree. The first step of the interview was to write a five lines paragraph in five minutes about their first days of class at UIS, the second one was a non-recorded two minutes conversation with the interviewer in L2, and finally to listen to part of a story and retell what they could understand. The three steps were done in order to first, get students to feel comfortable during the interview and second to check how much different vocabulary they use while writing, speaking and retelling stories they have just heard.

Afterwards the three steps were completed, the interview which was done in L1 started. The interview took no more than five minutes per student and they were asked seven different questions about interests for the English program, use of vocabulary, and personal studying techniques to learn it, their knowledge about Learning Styles and so on. The interview showed different interests for the English program from the students as well as different interest and importance to learn or improve vocabulary, and usage of techniques. Students also had barely knowledge about Learning Styles or what they are.

After the interview the students had to go to a final session where they had to complete an ethnographic survey, a Learning Style questionnaire and to sign a consent letter which allows us to use the information collected from them. To this final session only two of the 4 interviewed students arrived. The purpose of that final session as it was already mention in the research design was to collect information about students' background and to know students' individual learning style. Once the researchers finished the data collection, the following step was to analyze the data and use it in the creation of a

booklet, which was the main objective of this project since the students' needs were identified.

5. BOOKLET

The following booklet was designed according to the autonomous approach with the purpose of providing techniques to learn vocabulary in a more effective and efficient way. One way to help learners to become autonomous is to make them aware of their learning styles. Because of this, the booklet is a compilation of techniques classified in visual, auditory and kinesthetic learning styles. Each learning style has several techniques to optimize vocabulary learning.

The booklet was revised by experts in the field such as EFL Professors from the School of Languages at Universidad Industrial de Santander. This booklet was designed for everyone who wants to optimize his/her vocabulary learning process. It was designed for ages over fifteen. It can be used for people who learn English as a second or foreign language.

The booklet format was chosen because of its advantages for the learner. It is personal so the learner can use it with confidence. It is pocket size so it is easy to carry it. The learner can carry it everywhere so he/she can read the techniques and practice them when he/she wants to do it. Finally, the booklet has a user-friendly design easy to follow and easy to understand.



A

Better Words

**A GUIDE TO LEARN VOCABULARY
THROUGH VISUAL, AUDITORY AND
KINESTHETIC LEARNING STYLES**



B



C

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**School of Languages
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Universidad Industrial de Santander
2010**

Better Words

**A GUIDE TO LEARN VOCABULARY
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By Jenny Alvarado, Laura Castellanos & Johnatan Rueda

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Better Words

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I want to thank my mother (R.I.P) who always encouraged me to be a professional woman.

My father for his support.

And my husband and daughters for being the soul of my life.

Jenny C. Alvarado C.

As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.

-John Fitzgerald Kennedy

Laura Castellanos

This is a useful tool to all of those who search for knowledge and improvement.

Make it worth it.

Johnattan Enrique Rueda Fonseca

Welcome to Better Words

Better Words is designed to help you learn vocabulary in a more effective and efficient way depending on your learning style: visual, auditory or kinesthetic. To achieve this, you will follow the next steps:



Identify your learning style.
(Section A)



Create an appropriate space to study according to your learning style. *(Section A)*



Use techniques to learn vocabulary according to your learning style. *(Section B)*

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SECTION



Learning Styles

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To the learner

- | | YES | NO |
|---|--------------------------|--------------------------|
| ✓ Do you want to improve your English? | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ Do you want to improve your vocabulary knowledge? | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ Have you ever felt that you cannot find the words to express what you want to say in English? | <input type="checkbox"/> | <input type="checkbox"/> |
| ✓ Do you want to entail a conversation in English without having to worry about the vocabulary? | <input type="checkbox"/> | <input type="checkbox"/> |

If you answered **YES** to any of the above questions, then this booklet is for you.

How to use this booklet

Every effort has been made to make **Better Words** user-friendly. Please familiarize yourself with the sections and topics of this booklet.

This booklet is divided in two sections:
Section A and Section B.



Read the concepts in **Section A** for you to understand what a learning style is.



Take the questionnaire in **Section A** to identify your learning style.



According to the results in the questionnaire, go to the recommended techniques in **Section B**.



Write down your comments of the techniques that you use and analyze which ones work for you. You have some pages **at the end of the booklet** to do this.

Section

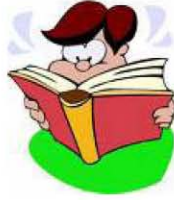
A

Learning Styles

It's Not How Smart You Are... It's How You Are Smart
Lynn O'Brien

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What is a learning style?



Read about two students in the same English class. Adapted from the book *Strategies for Success* (Brown Douglas, 2002)

Student A

Paula is fifteen years old. She has been an excellent student all her life. In her English class, she is very shy. She doesn't speak in class unless the teacher calls on her. Her English has good grammar, but her pronunciation is not very clear. She prefers to write things down in English before saying them. She is good at reading and writing tasks but not very good at speaking activities.

Student B

Camilo is sixteen years old. His grades in school have been average. In his English class he talks a lot. He always raises his hand to speak. He doesn't like writing or reading activities. His grammar is average, but his pronunciation is excellent. He doesn't write things down often.

Paula and Camilo have different *learning styles*. But, what are learning styles?

Learning styles are the ways of remembering things and ideas, and the manner you practice something. (Brown, 2002)

For example, you like to study listening to music while your friend needs to be in silence to remember things. You like to study at night while your friend prefers to study in the morning. You learn vocabulary by writing the new word many times in your notebook while your friend learns it by saying aloud the word many times. Those things that you do to study something are what we call *learning styles*.

You have your own set of learning styles. All of them are OK. The important thing is that you can identify which ones help you to learn better.

In this booklet, we are going to present you three of them. The learning styles related to ***sensory preference***. It means if you like to learn things by seeing,



The Visual learner: the visual learner may think in pictures and learns best from visual displays including diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs.

The Auditory learner: auditory learners might learn best through verbal lectures, discussions, talking things through and listening to what others have to say

The Kinesthetic learner: Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them.

Strategies for Success

A Successful language learner usually:

- ✓ Understands his/her learning styles and preferences.
- ✓ Knows which styles are the best for him/her and use them.
- ✓ Knows which styles don't work and avoid them.

The Learning Channel Preference Questionnaire

Now, it is time for you to identify what your preferred way to learn is: visual, auditory or kinesthetic. Do the next questionnaire.

NOTE:

Remember that Learning styles are not dichotomous (black or white, present or absent). For example, a person might be equally visual and auditory but less kinesthetic. Few if any people could be classified as having all or nothing in any of these categories. Therefore all answers are considered to be correct. (Celce-Murcia, 2001)

The modality (learning channel preference) questionnaire reproduced here was designed by Lynn O'Brien (1985).

PROCEDURE

Read each sentence carefully and consider if it applies to you. On the line in front of each statement write

1 if never applies to you

2 if sometimes applies to you

3 if often applies to you

Respond to all questions in all sections of the questionnaire.

1	2	3
Never applies to me	Sometimes applies to me	Often applies to me

PREFERRED CHANNEL: VISUAL

- ___ **1.** I enjoy drawing and even my notes have lots of pictures, arrows, etc. in them.
- ___ **2.** I remember something better if I write it down.
- ___ **3.** When trying to remember a telephone number, or something new like that, it helps me to get a picture of it in my head.
- ___ **4.** When taking a test, I can “see” the textbook page and the correct answer on it.

- ___ **5.** Unless I write down directions, I am likely to get lost and arrive late.
- ___ **6.** It helps me to LOOK at a person while listening. It keeps me focused.
- ___ **7.** I can clearly picture things in my head.
- ___ **8.** It's hard for me to understand what a person is saying when there is background noise.
- ___ **9.** It's difficult for me to understand a joke when I hear it.
- ___ **10.** It's easier for me to get work done in a quiet place.

Add up all your answers and write the total in the square.

For example: $2 + 1 + 3 + 2 + 3 + 1 = 12$

VISUAL TOTAL:

PREFERRED CHANNEL: AUDITORY

- ___ **1.** When reading, I listen to the words in my head or read aloud.
- ___ **2.** To memorize something it helps me to say it over and over to myself.
- ___ **3.** I need to discuss things to understand them.
- ___ **4.** I don't need to take notes in class.
- ___ **5.** I remember what people have said better than what they were wearing.
- ___ **6.** I like to record things and listen to the tapes.

- ___ **7.** I'd rather hear a lecture on something than have to read it in a textbook.
- ___ **8.** I can easily follow a speaker even though my head is down on the desk or I'm staring out the window.
- ___ **9.** I talk to myself when I'm problem solving or writing.
- ___ **10.** I prefer to have someone tell me how to do something rather than have to read the directions myself.

Add up all your answers and write the total in the square.
For example: $2 + 1 + 3 + 2 + 3 + 1 = 12$

AUDITORY TOTAL:

PREFERRED CHANNEL: KINESTHETIC

- ___ **1.** I don't like to read or listen to directions; I'd rather just start doing.
- ___ **2.** I learn best when I am shown how to do something and then have the opportunity to do it.
- ___ **3.** I can study better when music is playing.
- ___ **4.** I solve problems more often with a trial and error, than a step-by-step approach.
- ___ **5.** My desk and/or locker looks disorganized.
- ___ **6.** I need frequent breaks while studying.
- ___ **7.** I take notes but never go back and read them.
- ___ **8.** I do not become easily lost, even in strange



surroundings

___ **9.** I think better when I have the freedom to move around; studying at a desk is not for me

___ **10.** When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Add up all your answers and write the total in the square.
For example: $2 + 1 + 3 + 2 + 3 + 1 = 12$

KINESTHETIC TOTAL:

RESULTS

Write the three scores here and compare them:

VISUAL SCORE.....

AUDITORY SCORE.....

KINESTHETIC SCORE.....

The modality type with the highest score indicates the student's preferred learning channel.

EXAMPLE: Visual: 22 Auditory: 19 Kinesthetic: 15

These scores show that your preferred learning channel is visual. It means you learn things better by seeing them.

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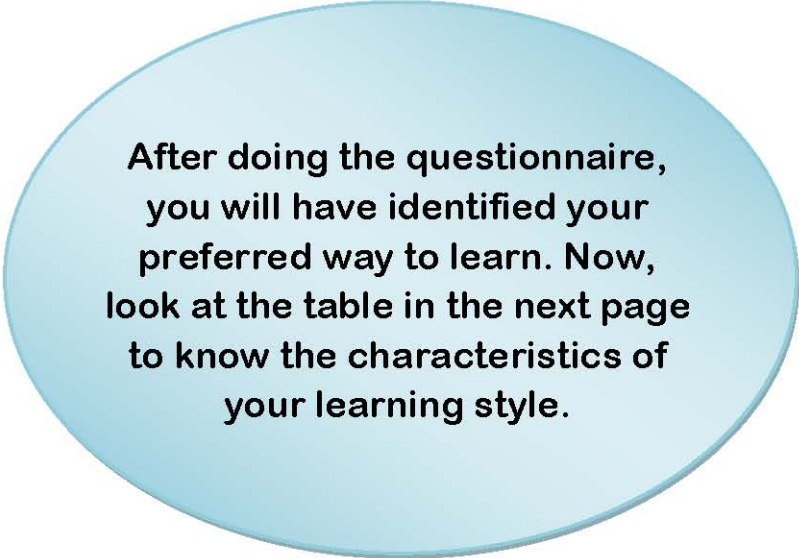
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If the student has high scores in two or more sections, he/she probably has more than one modality strength.

EXAMPLE: Visual: 22 Auditory: 19 Kinesthetic: 24

These scores show that you have two preferred learning channels: visual and kinesthetic. It means you learn things better by seeing them and by doing them.

A light blue oval callout containing text.

After doing the questionnaire, you will have identified your preferred way to learn. Now, look at the table in the next page to know the characteristics of your learning style.

MODALITY TABLE

The Modality Table summarizes the observable characteristics indicative of the three learning channels. It provides an informal means of assessing the student's preferred approach to learning.

IMPLICATIONS FOR LEARNING

a student's preferred learning can profoundly influence which learning strategies will be effective, what tasks will be easy or difficult, and what accommodations might be appropriate for the student.

Look at the characteristics of your learning style in the following table:

MODALITY	VISUAL	AUDITORY	KINESTHETIC
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations.	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configuration of words.	Uses a phonics approach; has auditory word attack skills.	Often is a poor speller, writes words to determine if they "feel" right.
READING	Likes description; sometimes stops reading to share into space and image scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or subvocalizes.	Prefers stories where action occurs early; fidgets while reading; handles books; not an avid reader.
HANDWRITING	Tends to be good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly; says strokes when writing.	Good initially but deteriorates when space becomes smaller, pushes harder on writing instrument.
MEMORY	Remembers faces but forgets names; writes things down; takes notes.	Remembers names but forgets faces; remembers by auditory repetition.	Remembers best what was done, not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Subvocalizes; imagines things in sound; details less important.	Imagery not important; images that do occur are accompanied by movement.
DISTRACTABILITY	Generally unaware of sound; distracted by visual disorder or movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or subvocally; talk self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move; holds up hand.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.
EMOTIONS	Somewhat repressed; stares when angry; cries easily; beams when happy; facial expression is a good index of emotion	Shouts with anger or joy; blows up verbally but soon calms down; expresses emotion verbally and through changes in tone, volume or pitch of voice.	Jumps for joy; hugs, tugs or pulls when happy; jumps, stamps or pounds when angry; stomps off; general body language is a good index of emotions.
COMMUNICATION	Quiet, does not talk at length; becomes impatient when extensive listening is required; may use words clumsily;	Enjoys listening but cannot wait to talk; descriptions are long but repetitive; likes hearing self and others talk; uses words such	Gestures when speaking; does not listen well; stands close when speaking or listening; quickly loses interest in detailed

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	describes without embellishment; uses words such as see, look, etc.	as listen, hear, etc.	verbal discourse; uses words such as get, take, etc.
GENERAL APPEARANCE	Neat, meticulous; likes order; may choose not to vary appearance.	Matching clothes not so important; can explain choices of clothes.	Neat but soon becomes wrinkled through activity.
RESPONSE TO THE ARTS	Not particularly responsive to music; prefers the visual arts; tends not to voice appreciation of any kinds, but can be deeply affected by visual displays; focuses on details and components rather than the work as a whole.	Favors music; finds less appeal in visual art, but is readily able to discuss it; misses significant detail, but appreciates the work as a whole; is able to develop verbal association for all art forms; spends more time talking about pieces than looking at them.	Responds to music by physical movement; prefers sculpture; touches statues and paintings; at exhibits stops only at those pieces in which he/she can become involved; comments very little on any art form.

At this stage, you have identified your learning style and the characteristic of it.

Now, we are going to give you some tips to study according to your learning style.

How to...

Create an appropriate space to study according to your learning style.







The following are useful tips that you can apply while studying depending on your learning style. These tips are taken from Felder, F.M. and Soloman, B.A, (1991), and they will make your learning successful. In this regards, the tips are guidelines, while not meant to be conclusive, static, or applicable to all students, these provide some directions to explore.



FOR VISUAL LEARNERS

High Visual learners tend to learn information by seeing, whether through reading or watching. Reading textbooks, material on the board or on overhead projectors, as well as demonstrations and diagrams are helpful. The following list contains tips to create a space to study for Visual learners.

- 1** Organize work and living space to avoid distractions.
- 2** Write things down because you remember them better that way.
- 3** Make study area visually appealing.
- 4** Sit in the front of the room to avoid distractions and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards.
- 5** Look at people and professors when they talk. This technique will help you stay focused.
- 6** Most visual learners study better by themselves. Take thorough notes in lectures and when studying textbooks.

-  Review and revise notes after class, preferably immediately after class while you still remember a good deal of the lecture, to reinforce your knowledge.
-  Read assignments in 25 minute intervals (you lose 85% of your input after reading for 25 minutes).
-  When beginning a textbook chapter, read the chapter overview and summary first to get a general idea of the information. Then begin reading.
-  Underline main points in an eye-arresting color – for example, neon highlighters.
-  After 25 minutes, take a one-to-five minute break. Disconnect totally from your reading (walk around the room, stretch, look out the window, snack, restroom break, whatever is comfortable for you).
-  Review your underlined/highlighted material after your break.









FOR AUDITORY LEARNERS

High Auditory learners benefit from listening – hearing the information and processing it accordingly. Auditory learners focus easily on sounds and have good memory of what they have heard through lectures or on tape. The following hints are useful for auditory learners.

- 1 Try studying with a friend so that you can talk out loud and hear the information.
- 2 Recite out loud the things you want to remember.
- 3 Work in quiet areas to reduce distractions, avoiding areas with conversations, music, and television.
- 4 Sit away from doors or windows where noises may enter the room.
- 5 Use tape recorders to document lectures and for reading materials. Transfer your notes to index cards that you can carry with you and review loud.

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-  Use rhymes, jingles, and auditory repetition through tape recording to improve memory.
-  Practice verbal interaction to motivation and self-monitoring. Subvocalize reading assignments, problems and solutions.
-  Read assignments in 25 minute intervals (you lose 85% of your input after reading for 25 minutes). You might try reading loud.
-  Remember to examine illustrations in textbooks and convert them into verbal descriptions.
-  Read the directions for tests or assignments loud, or have someone read them to you, especially if the directions are long and complicated.
-  Translate written appointment reminders into verbal cues.



FOR KINESTHETIC LEARNERS

High Kinesthetic learners acquire knowledge best through manipulation – doing, touching, hands-on, and writing techniques. Primary kinesthetic learners would benefit from finding their secondary learning mode and use the directions for either Visual or Auditory in conjunction with the following hints:

-  1 Keep verbal discourse short and to the point.
-  2 Actively participate in discussions.
-  3 Use direct involvement, physical manipulation, imagery, and “hands on” activities to improve motivation, interest, and memory.
-  4 When memorizing, pace or walk around while reciting to yourself or looking at a note card, and also try writing the information on a desk with your finger.
-  5 Organize the information into the steps that were used to physically complete a task.

-  Allow for physical action in solving problems.
-  Keep something in your hand that is malleable. Knead or tap to a rhythm as you study. As much as you can, translate what you are learning into something that can be touched. Typing is helpful, as is writing your notes. If possible, type your notes on index cards.
-  Eating, drinking, chewing gum, and listening to music are helpful.
-  Used taped reading materials.
-  Use practice, play acting, and modeling to prepare for tests.
-  Allow for physical movement and periodic breaks during tests, while reading, or while composing written assignments.

At this moment you:

- ✓ Identified your learning style.
- ✓ Read the characteristic of your learning style.
- ✓ Read some tips to prepare an appropriate space to study according to your learning style.

You are ready to go to Section B. You can go directly to the techniques for your learning style or you can read all of them if you want. It is up to you. Remember that the important thing is that the technique works for you.



Section
B

**Learning
Vocabulary**

Words are the tools we use to learn about the world
Cynthia and Drew Johnson

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Read about two students in the same English class.

What is a technique?

Do you remember Paula and Camilo in Section A? Paula and Camilo are learning new vocabulary in their English class today. They are given a list of new words that they have to learn by heart. Read what each of them does to learn it.

Student A

Paula reads the list and starts to write down each word five times in her notebook. Then, she draws a picture that represents each word.

Student B

Camilo reads aloud the list and repeats the words three times without writing anything. He records his voice saying the words and then listens to it three times more.

Carol J. Orwig (1999) defines the word technique as an “explicit procedure used to accomplish a particular learning objective or set of objectives”. In consequence, we are going to introduce some techniques related to the student’s styles to learn vocabulary.

Some people such as Atkinson has found that learners who controlled how they learnt words performed 50 per cent better in tests than when they had to study random word lists set for them.

It means that the techniques that we are giving you, will help you to learn vocabulary in a more efficient and effective way. These techniques are classified according to the learning styles: visual, auditory and kinesthetic.

You can go directly to your learning style or you can read and work on all of them if you want. That is up to you.

The objective is to find those techniques that work for you and practice them often; and also find those ones that do not work for you and avoid them.

Techniques to learn vocabulary

**Find the techniques that
make your learning
successful.**

The following techniques are guidelines, while not meant to be conclusive, static, or applicable to all students, provide some directions to explore.

FOR VISUAL LEARNERS



Visual learners are those who learn through seeing things. Look over the characteristics below to see if they sound familiar. A visual learner:

- ✓ Is good at spelling but forgets names.
- ✓ Needs quiet study time.
- ✓ Has to think a while before understanding lecture.
- ✓ Is good at spelling.
- ✓ Likes colors & fashion.
- ✓ Dreams in color.
- ✓ Understands/likes charts.
- ✓ Is good with sign language.
- ✓

Learning Suggestions for Visual Learners:

- ✓ Draw a map of events in history or draw scientific process.
- ✓ Make outlines of everything!
- ✓ Copy what's on the board.
- ✓ Ask the teacher to diagram.
- ✓ Diagram sentences!

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The logo consists of three concentric circles in shades of blue, with the text 'UIS 2010' centered in the innermost circle.

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- ✓ Take notes, make lists.
- ✓ Watch videos.
- ✓ Color code words, research notes.
- ✓ Outline reading.
- ✓ Use flashcards.
- ✓ Use highlighters, circle words, underline.

Best Test Type for Visual Learners:

Diagramming, reading maps, essays (if you've studied using an outline), showing a process.

Worst test type:

Listen and respond tests

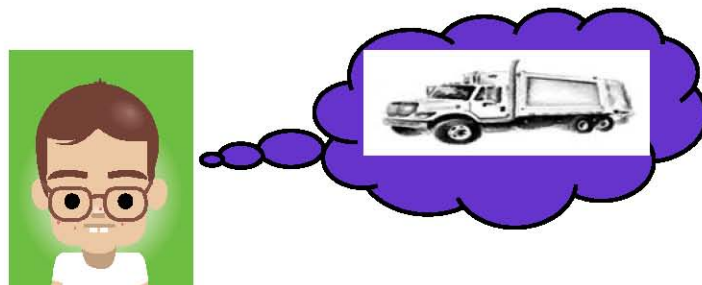
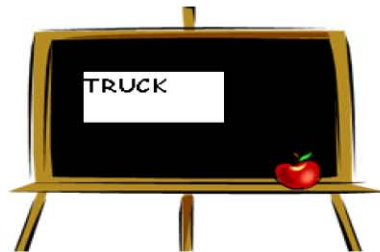
TECHNIQUES

1 Imagery

Imagery could be your best bet for improving your vocabulary. Although imagery is a great tool, it doesn't work well for all types of words.

As a general guide, when you read the definition of a word, try to picture it in your head. If you can easily form a picture of an object that reminds you of the word, then imagine the picture for a few seconds while saying the word to yourself. **As an example, see the picture below.**

EXAMPLE:



ACTIVITY

- a. Write down five new words, phrases or expressions that you want to learn.

1. _____
2. _____
3. _____
4. _____
5. _____

- b. Now, make a mental image of each of them.



Visual Memory

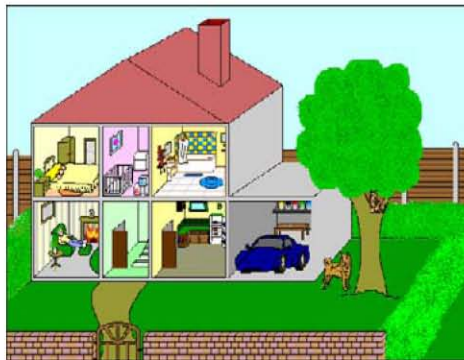
Some people remember information best when it is encoded visually; if that is the case for you, then code information in this manner.

There are many ways of visually encoding and retrieving information. We have already mentioned the strategy of associating concepts with visual images. But other aids to visual memory include diagrams, tables, outlines, etc.

Often these are provided in texts, so take advantage of pictures, cartoons, charts, graphs, or any other visual material. You can also draw many of these things yourself.

For example, try to visualize how the ideas relate to each other and draw a graph, chart, picture, or some other representation of the material. You may even want to make it a habit to convert difficult material into actual pictures or diagrams in your notes, or to convert words into mental images on the blackboard of your mind.

Example. *Outline about parts of the house.*



OUTLINE

1. KITCHEN

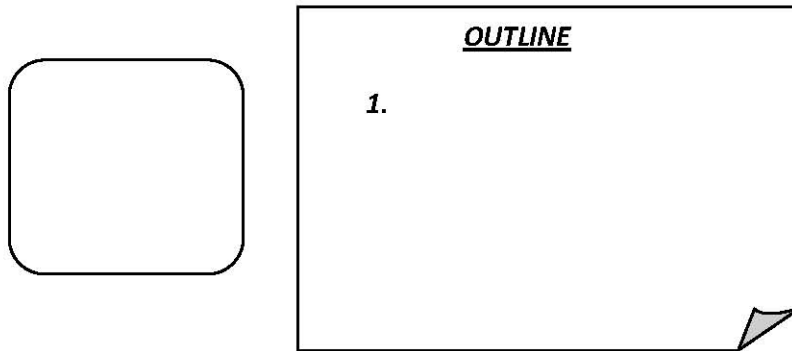
- A) Cooker
- B) Sink
- C) Fridge

2. *BEDROOM*

- A) BED
- B) PILLOW

ACTIVITY

Draw a picture on the chart of the left and do the outline according to the picture.



Use visual materials

Use flashcards to remember new vocabulary. At a basic level, just looking at words with a picture next to them is a great way to associate the vocabulary with real life.


This can be really good fun if you want to practice English with your kids, too. Looking through a big picture book and talking about the pictures with your child can be a great bonding activity and help him learn a lot of English words before he even gets to school.

EXAMPLE

 LADDER	 RAKE
 SHOVEL	 AXE
 SCREWDRIVER	 HAMMER

ACTIVITY

On the following chart draw some pictures of your interest and under the pictures write down the words that correspond to each of them.

 Write down			

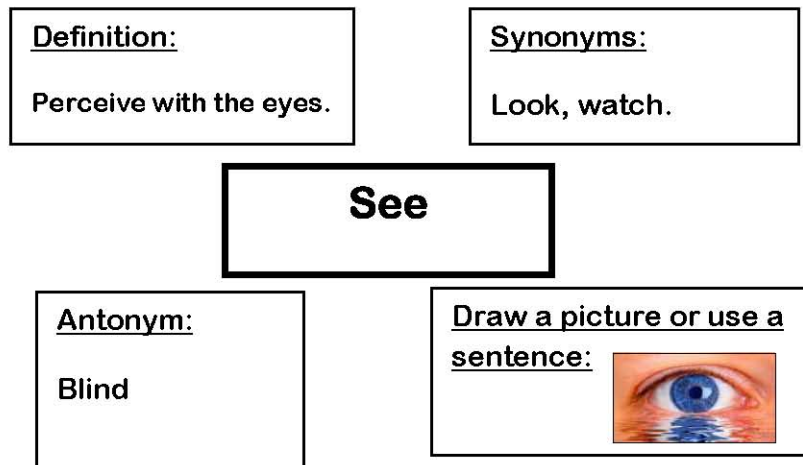
4

Word Mapping

A vocabulary word map is a graphic organizer that helps you think about new words or *concepts* in several ways.

To build a word map, start by entering the new word in the middle of the map. Then, fill in the rest of the map with a definition, **synonyms**, **antonyms**, and a picture to help illustrate the new word.

EXAMPLE



ACTIVITY

Definition:

Synonyms:

Antonym:

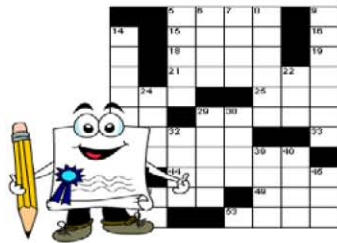
Draw a picture or use a sentence:



Play with words

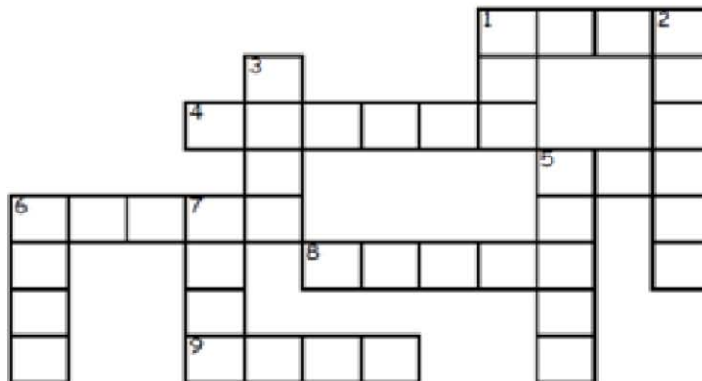
A great fun way to improve your vocabulary is to play word games. For example, you can play Pictionary, puzzles, bingo, or every sort of visual game. This is a good way to boost your vocabulary and have fun while you do it.

EXAMPLE



ACTIVITY

Read and write down the opposites of the following words in the next puzzle. You may check the answers as soon as you finish at the end of this booklet. (See page 70).



Across

1. The opposite of empty
4. The opposite of summer
5. The opposite of cold
6. The opposite of black
8. The opposite of dull
9. The opposite of hate

Down

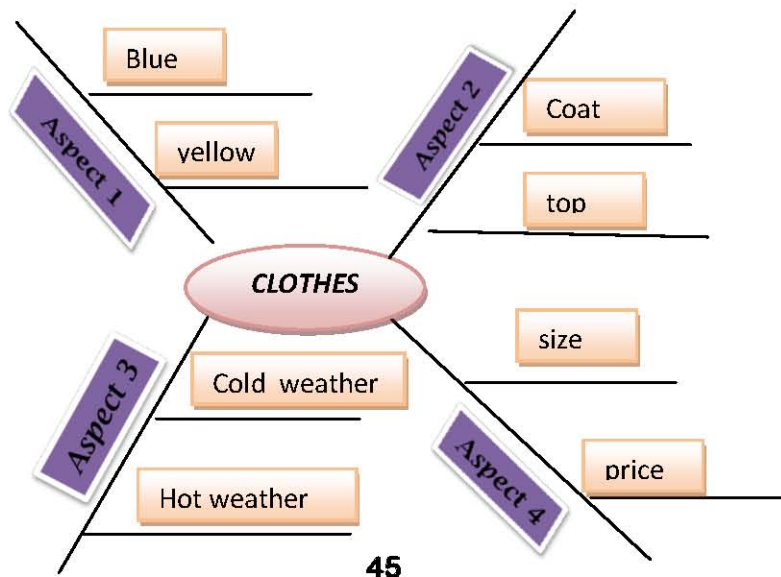
1. The opposite of near
2. The opposite of big
3. The opposite of mean
5. The opposite of sad
6. The opposite of strong
7. The opposite of short

6

Draw spider diagrams

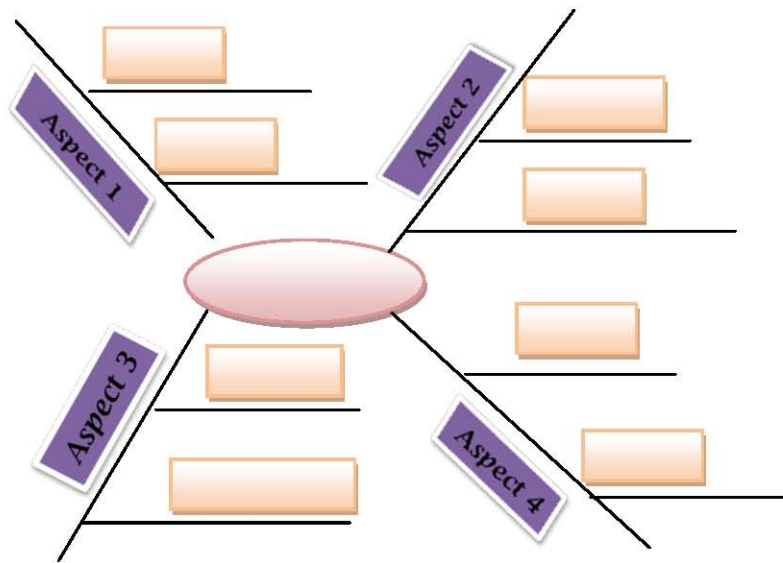
Get a large piece of paper and write one word in the middle of it. Draw a circle around the word. Now, write all the words you can think of that are related to that word around it and draw circles around them. Now, write all the words you can think of related to those words around them. Carry on until the paper is full .This is a good way to see just how big your vocabulary really is.

EXAMPLE



ACTIVITY

Draw a spider diagram with three new words, phrases or expressions that you want to learn.



Find your special place

Close your eyes and remember a time when you felt really happy and contented. When was it? Can you create an image of that time in your mind?

If you can, this can be your “special place”. Try spending a few seconds remembering this image before you learn and you will find it helps you to clear your mind and concentrate on studying.

First, remember the place



then



Ready to study



EXAMPLE

Kathy had a great time last vacations in The Bahamas. She closes her eyes and pictures that place for a few seconds before studying. This may relax her and might let her concentrate on what she needs to learn.

ACTIVITY

Close your eyes and remember a place or a time when you felt happy for a few seconds. Ready? Now, you can learn anything you want.

8

Read catalogues in English

If you want to become familiar with specific words for things you see around you, pick up a catalogue related to that area. For example, here are some unusual words you could learn just reading through a household goods catalogue:

tea cosy – a cover to keep a teapot warm

coaster – a piece of material to put under a glass and stop it damaging the table

peg – the clip you use to stop washing falling off a clothes line

EXAMPLE



Seeing the vocabulary directly under a real-life picture of it is something that will help visual learners remember it. Catalogues are free and you can get them related to almost any part of your life, work or hobbies.

ACTIVITY

Look at this magazine. Then, write its name, topics it deals with and unknown words. However, you can also look for one on your own and do the activity, it is up to you.



1. Title:

.....
What is it about?:

.....
New words or expressions:

.....

FOR AUDITORY LEARNERS



Auditory learners are those who learn best through hearing things. Look over these traits to see if they sound familiar to you. You may be an auditory learner if you are someone who:

- ✓ Likes to read out loud.
- ✓ Is not afraid to speak in class.
- ✓ Likes oral reports.
- ✓ Is good at explaining.
- ✓ Remembers names.
- ✓ Notices sound effects in movies.
- ✓ Enjoys music.
- ✓ Is good at grammar and foreign language.
- ✓ Reads slowly.
- ✓ Follows spoken directions well.
- ✓ Can't keep quiet for long periods.
- ✓ Enjoys acting, being on stage
- ✓ Has to study away from auditory distractions. This learner **ABSOLUTELY** cannot study while listening to radio or TV.
- ✓ Is good in study groups.

Auditory Learners Can Benefit from:

- ✓ Repeating facts with eyes closed.
- ✓ Participating in group discussions.
- ✓ Using audiotapes for language practice.
- ✓ Taping notes after writing them.

Best Test Type:

Auditory Learners are good at writing responses to lectures they've heard. They're also good at oral exams.

Worst test type:

Reading passages and writing answers about them in a timed test.



TECHNIQUES

Recording



The Auditory learner remembers 85% of what they hear. Do not take notes, you're thinking so hard about what to write that you miss what's being said. Better just to record it and hear it a second time.

ACTIVITY

In the next English class, session or activity that you go try to record what the teacher or the speaker is saying. Then, listen for a second time at home. Pay attention to new words, phrases or expressions that you learnt and write them down.

1.
2.
3.
4.
5.



Watching videos

Auditory learners remember new information best by hearing it. Words stick in their memory, and at the same time try speaking out loud to recall the information.

ACTIVITY

See a program of your interest on TV: the news, an entertainment program, a musical video, etc. If you have no channels in English, you can do it on the internet. Listen and get five new words, phrases or expressions that call your attention and you want to learn. Repeat them loud and then write them down.

1.
2.
3.
4.
5.



Listen to music

Melody and rhythm help auditory learners memorize foreign language words and phrases. Songs can be used to learn vocabulary and grammar just as any other listening or reading material can be. Songs also make good discussion starters for free speaking practice.

ACTIVITY

Listen to a song of your interest. If you have no songs in English, you can do it on the internet. Listen and get five new words, phrases or expressions that call your attention and you want to learn. Repeat them loud and then write them down.

SONG'S TITLE:

SINGER:

1.
2.
3.
4.
5.



Listening Material

Look for plenty of listening material that uses the voices of native speakers. Auditory learners of foreign languages can develop very good accents, but only if they hear words pronounced correctly. Nevertheless, try to listen to other people as much as possible so that you can get familiar with different accents.

ACTIVITY

Look for listening material of your interest. It could be a CD or cassette. If you have no CDs or Cassettes in English, you can do it on the internet. Listen and get five new words, phrases or expressions that call your attention and you want to learn. Repeat them loud and then write them down.

MATERIAL'S NAME:

THEME:

1.
2.
3.
4.
5.



Use a variety of listening activities

Try different formats such as news reports, interviews, radio plays, panel discussions and debates. Make sure you vary the related practice, too. Gap fills, answering questions and writing summaries are just a few activities you might try. As you work with the listening material, point out phrases with useful grammar or vocabulary.

ACTIVITY

Look for a listening activity of your interest. Complete the following information each time you work with it. Read the example done for you. Then, do your own exercise.

Listening Activity: *a TV program*

Material's Name: *CSI*

Theme: *Crime Investigation*

New words, phrases or expressions:

Crime, evidence, proof, witness.



Pronunciation

Pronounce each new vocabulary word clearly several times. When you write a word, say it once slowly and then at normal speed.

ACTIVITY

Write five different complex words and try to pronounce them as many times as you can.

1.
2.
3.
4.
5.



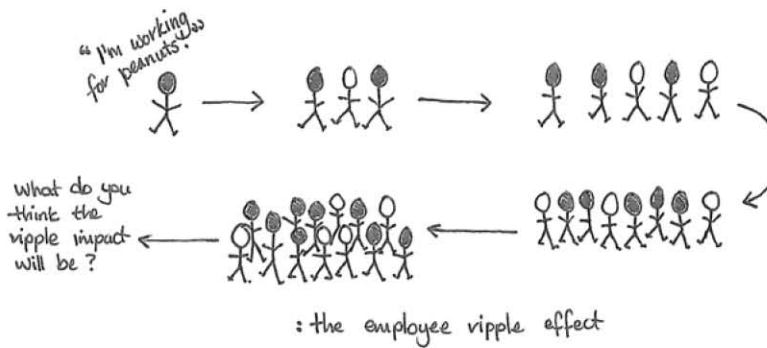
Play speaking and listening games

Choose games that require keeping words or phrases in your mind for a while, such as Chinese whispers or vocabulary relay races.

Tongue twisters and funny poems are other fun ways to learn vocabulary if you are an auditory learner.

EXAMPLE:

Chinese whispers



ACTIVITY 1:

Work with your classmates or as many people as possible. In the Chinese whispers, one person starts saying a Word and everybody whispers the same word or sentence to the person sitting next to them. In the end, the last person in the line has to say the Word aloud to the whole class.

ACTIVITY 2:

Try to read the following tongue twister as fast as possible.

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

By Edwin W. Brown



Making jingles and rhymes

Make jingles for remembering facts or use each letter of a word to make a rhyme. Auditory learners remember lists by creating rhymes with each first letter in the list.

EXAMPLE:

As I was going to St. Ives (rhyme)

As I was going to St. Ives I met a man with seven wives,
Each wife had seven sacks, each sack had seven cats,
Each cat had seven kits: kits, cats, sacks and wives,
How many were going to St. Ives?

By Roald Dahl

ACTIVITY:

Try to look for a topic of your interest and make a rhyme with the vocabulary related to the topic.

TOPIC:

RHYME:

.....
.....
.....

FOR KINESTHETIC LEARNERS



People often mistakenly think that people who need action or need to move around are not listening. These people are probably just kinesthetic or hands on learners. They learn better when they use their hands, move their bodies, doodle or write something down.

TECHNIQUES



Invent-a-Word:

kinesthetic people need to combine roots, prefixes, and suffixes to invent new words and write the meanings of each.

EXAMPLE:

aquascope: a machine to see water

astrocycle: a bicycle to ride in space.



For this, try to write the word on large flip chart paper while standing up or stretched out on the floor. You can also act out the new word.

ACTIVITY:

Look for different words and try to create new complex words on your own following the previous example.

1.
2.
3.
4.
5.



Hands-on activities

Some excellent hands-on activities are:

- ◆ experiments
- ◆ field trips
- ◆ role playing
- ◆ projects
- ◆ games

EXAMPLE



Doing role-plays or
acting

ACTIVITY

Try to write down as many new words as possible and then act them out in front of a mirror.

3

Touch Games

The most common games involving touch are those based around having real items inside a bag, so that students have to touch the items and then perform certain tasks. These tasks are what differentiate the level of difficulty. However, you need to do these exercises in group or at least with one classmate to make it more real and fun. The easiest version simply has students identify the objects that they touch in the bag. This is often a vocabulary game. To make it more difficult, the students have to describe what they are feeling, while the rest of the class tries to guess what it is.

EXAMPLE:



With a partner try to play guessing games using real objects around you.



Spatial Games

These games involve rearranging items or people and can be both kinesthetic and tactile. They include traditional games like charades and less traditional games, like Population Punctuation, where all but one person in class has a card with words or punctuation on it and the one person who is 'it' tries to arrange the people at the front of the class so that the cards make a correctly punctuated sentence using as many people as possible. These sort of games are good when working with other people even your own family.

EXAMPLE:

Playing charades is a good activity to learn.



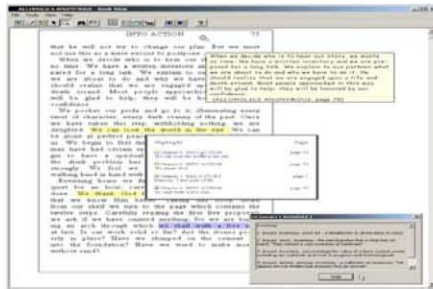
Try to create your own charades game. First draw or cut some pictures and use some words or phrases to represent them. Then, work with a partner or in groups. In the game, one player has to represent the word in pantomime, sometimes syllable by syllable, until the words are guessed by the other players.



Color

Make a photocopy of your notes or the map or whatever you're studying. Now pull out some colored pencils, highlighters, or whatever you have available, and color it! Pay attention to what you're coloring, and the act of coloring could be your best option. It's also possible that the mere act of color-coding your notes might be enough.

EXAMPLE



Type

Type out your notes on a computer, typewriter, or calculator (though I wouldn't advise that last one for time reasons). Pay attention as you type, and experiment with different fonts and coloring. If this works for you, regular black type will probably be fine, but some people will find colored cursive reminiscent of their own highlighted handwriting better.

EXAMPLE



66

Write down a list of vocabulary that you want to learn or grab a book and try to type it paying close attention to the writing.



Use letter tiles and magnetic letters for spelling.

Kinesthetic learners remember words by touching the letters and moving them around. Some like to trace each letter with their fingers.

EXAMPLE:



LetterTiles



Magnetic Letters

8

Study in groups

kinesthetic learners can ask somebody to teach them by showing them how to do something. They like to learn by using their hands. They remember new information by watching others and then trying things themselves. They need to tinker to figure it out.

EXAMPLE



Student A reads while student B explains the meaning by talking and using body signs to express the words.

ACTIVITY

Write down a list of words or verbs you want to learn.

Better Words



Then, work with a partner who shows the meaning of the word to you, and after that you can act out the word by yourself to reinforce the learning of the new word.



ANSWER KEY

These are the answers to the puzzle on page 44 about opposites.

Opposite Crossword





My Journal

Write in the following pages what you do every day or every time you use this booklet to have a register and analysis of how the techniques worked for you.



Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

72

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

73

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

74

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

75

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

76

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

78

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

79

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

80

Better Words



Day Month Year

Name of the technique I used:

What I did:

Did it work for me? Yes No

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This booklet is designed for everyone who wants to improve his/her vocabulary learning.

You can find here a guide to identify your learning styles and the characteristic of each of them.

Also, you can find easy and funny techniques classified in the visual, auditory and kinesthetic learning styles.

Enjoy it!!!

6. CONCLUSIONS

The current Case Study Project was carried out thanks to the participation of the pre-intermediate students at Universidad Industrial de Santander and the professors in charge of the groups. This project achieved its goal of designing a booklet with techniques to optimize vocabulary learning through the visual, auditory and kinesthetic learning styles.

The two tentative hypotheses were: first, students are not aware of their learning channel preference (visual, auditory and kinesthetic). Second, students are not aware of techniques, strategies or activities to optimize the vocabulary learning. Third, students present a strong rejection to oral production tasks because they cannot find the words to express their thoughts and ideas in the L2.

The first two hypotheses could be confirmed with the data collection and analysis. However, there was not enough data to confirm the third one. The first and second hypotheses could be confirmed throughout the class observations, the students' interviews, the English exam and the profile format. In there, students stated that they did not know what a learning style is neither their learning channel preference. They did not know what a technique is neither effective techniques to learn vocabulary in a more efficient and effective way.

The booklet proposed fulfilled researchers expectations and it obtained excellent comments by experts who revised the designed, the content and the appropriateness of the material taking into account the level of students.

7. RECOMMENDATIONS

The design of the booklet is ready to use. This project could not implement it because of time limitation. It can be used for any EFL/ESL learner over 15 who wants to improve his/her vocabulary learning process. Also, it can be used for ESL/EFL teachers during their classes. Results may vary from one student to another taking into account that the booklet promotes learner autonomy and, the identification and development of learning styles.

If you have any doubt about the booklet, we recommend you to visit the web pages and the readings suggested in the references section at the end of the booklet.

For better results, we suggest: first, to practice as much as possible the techniques that worked for you. And second, to complete the journal format to have a register and an analysis of how well the techniques fulfilled your learning style and expectations.

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APPENDIXES

APPENDIX 1.CLASS OBSERVATIONS

Class observation GROUP 1

Professor Lenys Smith Diaz, pre-Intermediate class at UIS; group
17th November, 2009. First week

First observation

Time: 8:25- 8:35 am

1. There are 17 Ss in the classroom, 7 men and 10 women.
2. The classroom is small so they may feel uncomfortable.
3. T gives them a puzzle to complete a puzzle with across and down words in past tense.
4. T checks work, some Ss answers to the T.
5. Ss have to continue working on the copy completing sentences with verbs in past tense; this is a reinforcement or review of past tenses.
6. Ss work quietly at their desks.
7. One student asks the meaning of a word to the T.
8. Two Ss talk between them.
9. T goes and checks a student's work and she says 'right'.
10. T says to the Ss "there is a gap missing in one of the sentences".
11. T checks Ss' work by asking them. Ss answered correctly.
12. Ss have to complete another task, this time is about prepositions At, In, On.
13. Ss check their notes to complete the task.
14. The environment is quiet and peaceful.
15. T starts checking the work and asking why they chose that answer. T asks for volunteers.
16. One student whispers the answer, another raises her hand.
17. Women participate more than men.
18. There are some Ss that don't participate at all.
19. Now they move on to the next exercise, asking for permission or obligation (Use of have to/don't have to and can/can't).
20. A student next to the observer finishes fast.
21. T checks the task.
22. T reminds Ss they can borrow books from the library and the resource center; and that they have to start reviewing for the first exam.
23. T checks the homework Ss had about job vocabulary in their workbook.

24. Ss answer ok to each gap.
25. One student goes to the board in order to write a word and check spelling; the word is psychology. T says "it is a problematic word".
26. T explains the difference in meaning of the word BOOK as a noun and as a verb.
27. T checks an exercise about spelling mistakes.
28. T congratulates Ss for doing their homework at home.
29. T starts asking about special occasions.
30. Ss don't know how to write a word, T spells it and asks them for double check as soon as she wrote the word.

27th November, 2009.

Ninth observation

Time: 8:15-9:15

1. The observer says who are the Ss selected for the next part in this project.
2. T checks homework about physical appearance from the workbook.
3. Ss use the structures have/has got in the homework.
4. T keeps working on the workbook then she says "let's go to the Ss' book".
5. T checks a handout where Ss have to answer what a person looks like. They have to describe a picture too.
6. The Ss selected for the project only talk when the T asks them instead of doing it voluntarily.
7. In the Ss' book, Ss have to look at a picture and have to tell the T the people who are in it. It is an English soccer team picture.
8. Ss listen to a CD describing some of the people from the picture.
9. T explains the differences between asking of appearance or for health.
10. Ss match questions with answers in the text book.
11. T checks answers using a game to choose the student who must go to the board and write the answer.

Class observation GROUP 2

Professor Nidia Abril, pre-Intermediate class at UIS; group

17th November, 2009

First observation

Time: 2:17-3:00 pm

1. There are 15 Ss in the classroom 3 men and 12 women.
2. Ss work on a homework they had about reading a text.
3. In the first exercise Ss give an expression or term for the meanings (e.g. a number of several).
4. Ss answer T's question and T gives Ss points for that.
5. Most of the Ss are quiet only a few of them participate.
6. T asks Ss the difference between present simple and present continuous.

7. Ss sometimes mispronounce words.
8. T writes examples on the board.
9. There is one student that participates the most.
10. T asks Ss to work on their books.
11. Two girls are talking.
12. T reads questions and asks about what a day off means.
13. T asks one of the Ss to read.
14. A girl looks like falling asleep at her desk.
15. When the T asks a question there is a short period of silence.
16. Men participate more than women.
17. T asks Ss to underline examples of present simple tense from the paragraph they read, then T checks.
18. Now T asks for examples of present continuous.
19. Ss get in pairs to work on a task.
20. T introduces the observer to the class.
21. Ss talk with their partners.
22. T monitors Ss work.
23. One girl has just arrived and it is really late to class.

27th November, 2009.

Ninth observation

Time: 2:15-3:15

1. The observer says who are the Ss selected for the next part in this project.
2. T is asking for Ss' opinion about some copies they had to read.
3. T is asking about Topic sentence and Title in a paragraph in composition.
4. T clarifies the meaning of Topic sentence and Title.
5. Ss give their opinion about topic sentence according to some ideas they have in the copy.
6. Ss read the topic sentence they had to write as homework.
7. Most of the Ss selected from the test are quiet.
8. Ss have to help changing the topic sentence of one of their partners.
9. For some Ss writing a topic sentence is easier than for some other Ss.
10. The same Ss always say their opinion and speak voluntarily while there are others who need to be called by the teacher.

APPENDIX 2. STUDENTS´ INTERVIEWS

Piloted interview

1. ¿Por qué estudia licenciatura en inglés?
2. ¿Has hecho algún curso de inglés antes de iniciar la carrera?
 - ¿Cuánto tiempo duro?
3. ¿Hablabas inglés antes de entrar a la carrera?
4. ¿Cuál es la habilidad que te parece más difícil del inglés? ¿Por qué?
5. ¿Consideras que tienes un buen repertorio o uso del vocabulario para poder comunicarte?
6. ¿Estudias vocabulario?
 - ¿Qué haces?
 - ¿tienes alguna técnica especial de estudio?
 - ¿Te funciona?
 - ¿Cuánto tiempo le dedicas a estudiar vocabulary?

Final Interview

(Secondary questions are made depending on the principal question answer)

1. ¿Por qué estudia licenciatura en inglés?
2. ¿Has hecho algún curso de ingles antes de iniciar la carrera?
 - ¿Cuánto tiempo duro?
3. ¿Hablabas inglés antes de iniciar la carrera?
4. ¿Cuál es la habilidad que te parece más difícil del inglés? ¿Por qué?
5. ¿Consideras que tienes un buen repertorio o uso del vocabulario para poder comunicarte?
6. ¿estudias vocabulario?
 - ¿Qué haces?
 - ¿conoces o practicas alguna de técnica de estudio?
 - ¿te ha funcionado esa técnica de estudio?
 - ¿Cuánto tiempo le dedicas a estudiar inglés, fuera de las horas de clase?
7. ¿Sabes lo que son los Estilos de Aprendizaje?
 - ¿Conoces tu propio estilo de aprendizaje?
 - ¿tienes en cuenta tu propio estilo de aprendizaje cuando estudias vocabulario?

APPENDIX 3. ENGLISH EXAM FOR BEGINNERS

Student:.....

Date:

A. Complete the table.

Country	Nationality
<i>Russia</i>	<i>Russian</i>
1.	British
Spain	2.
3.	Italian
4.	Japanese

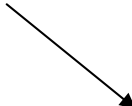
B. Complete with the correct form of be.

5. I nineteen years old.
6. They my friends.
7. Paula on holiday.
8. you from Manchester?
9. Is he happy? No, he happy.

C. Write the jobs

10. m...s...ci...n
11. w...i...e...
12. e...g...n...e...

D. Put the family words in pairs

- | | |
|---------------|---------------|
| <i>mother</i> | <i>son</i> |
| 13. sister | brother |
| 14. aunt | uncle |
| 15. niece | <i>father</i> |
| 16. daughter | nephew |
- 

E. Choose the correct word.

17. How / What / Who do you say this in English?
18. Who / Where / What page are we on?
19. How / Who / What do you spell "beautiful"?
20. How / What / Where does this mean?

F. Complete the gaps with a verb.

SPEAK-HAVE-DRINK-GO-OPEN-STUDY

21. Mark and Karina to school on the bus.
22. What time do you dinner?
23. Do your children English?
24. What time do they In the morning?
25. I don't tea or coffee.
26. The shops at about nine o'clock in the morning.

G. Complete the gaps with do, don't or – (no word).

27. you work in an office?
No, I I work in a restaurant.

28. Where you live?
 We live in the city centre.
29. I have breakfast at home, I normally a snack at work at about ten o'clock.
30. you read the newspaper every day?
 Yes, I

H. Write the missing letters to make places

31. o f m ... 32. c i m ...
 33. b c h 34. c y c... .. t

I. Write the times

35.



36.



37.



J. Choose the correct preposition

38. We have lunch in / at / on about half past twelve.
 39. I get up late in / at / on Saturdays
 40. They work in / at / on night.

K. Correct the mistakes

41. My brother live in Berlin

42. Where are you work?

43. I go never to bed early.

44. My mother don't like spiders.

L. Circle the odd one out.

45. melons carrots grapes oranges
 46. fish chicken hamburgers rice
 47. jam lemons chocolate biscuits
 48. coffee milk tea noodles

M. Choose the correct alternative.

49. I've got a/some/any/no magazine for you.
 50. Don't eat a/some/any/no sweets before lunch.
 51. I want to listen to a/some/any/no music.

52. I'm sorry, but there are a/some/any/no strawberries today.

N. Complete the dialogue with the correct form of was or were.

A: Where (53)..... You last night?

I phoned you three times!

B: Sorry, I (54)..... at home. I was at Keri's birthday party.

A: Oh. (55)..... it good?

B: Yes, but there (56)..... Many people there. Only four of us!

O. Write the past forms of the verbs.

57. make

58. write

59. become

60. buy

61. take

P. Make the sentences negative.

62. Meg fell in love with Tom.
.....

63. I slept very well last night.
.....

64. She gave me the parcel.
.....

65. The camera cost \$500.
.....

Q. Complete the sentences comparing two hotels.

66. The Park is (big) The Spa.

67. The Spa is (small) The Park.

68. The Park is (cheap) The Spa.

69. The Spa is (expensive) The Park.

70. The Park is (good) The Spa.

R. Correct the mistakes.

71. Do you can play golf?
.....

72. She cans understand Chinese.
.....

73. I can't cooking.
.....

S. Write the numbers.

74. thirty-three point three

75. four hundred thousand

76. two thousand and eight

77. fourteen metres sixty-two centimeters

T. Put a/an or the in the correct place in the sentences.

78. Sam loves dogs but he doesn't like dog next-door.
.....

79. Money is problem for most people.
.....

80. I can see moon.
.....

81. There`s pen in my bag.
.....

U. Cross out the verb that does not go with the noun.

82. do / make / hate the homework

83. go to / go / enjoy shopping

84. see / watch / visit an exhibition

85. make / have / go to a party

V. Complete with the words. You may need to change the tense.

Apply degree get Money pass course

86. Dan`s really happy because he all his exams.

87. If you want to be a doctor you to get a in medicine.

88. Most actors don`t earn very much

89. Yasuko for a job in the New York office, but she didn`t get it.

90. You need to work harder if you want to good marks.

91. Luciano`s doing a really interesting design

W. Make sentences.

92. I / going / the supermarket / buy a few things.
.....

93. We / go / the hospital last weekend / visit Rosa.
.....

94. I / meet / my boss / talk about my new job.
.....

95. Chris / going / the bank / get some money / is.
.....

X. Choose the correct alternative.

96. We *have been* / *went* away last weekend.

97. I *haven`t spoken* / *didn`t speak* to Mum this week –
is she okay?

98. When *have you started* / *did you start* your new job?

99. My grandmother *has been* / *was* born in 1935.

Y. Writing

100. Write about the things you do in a week.

APPENDIX 4.PROFILE

Name _____ Semester _____
Date _____

The purpose of this survey is to get to know you better. This profile will be keep as a collected data to be included in the research project; your anonymity will be protected.

DIRECTIONS: Please, circle the answer that describes you:

1. How old are you?

- a. 15 – 20
- b. 20 – 25
- c. 25 – 30
- d. Other _____

3. Where do you live?

- a. Bucaramanga
- b. Floridablanca
- c. Girón
- d. Other _____

5. Have you done any English course before?

- a. Yes **How long?** _____
- b. No

7. What is you current English level?

- a. Excellent
- b. Very Good
- c. OK
- d. Good

9. Is it important to learn new VOCABULARY to improve your English level?

- a. Yes
- b. No

WHY

11. What is it more difficult to learn?

- a. Grammar
- b. Vocabulary
- c. Speaking
- d. Reading
- e. Writing
- f. Listening

2. What is your gender?

- a. Male
- b. Female

4. Who do you live with?

- a. Parents
- b. Friends
- c. By yourself
- d. Other _____

6. How long have you been studying English for? (since high school)

- a. 1 – 3 years
- b. 4 – 6 years
- c. 6 - 8 years
- d. Other _____

8. What skill is more useful to improve your English level?

- a. Speaking
- b. Listening
- c. Reading
- d. Writing

10. What are you good at?

- a. Grammar
- b. Vocabulary
- c. Speaking
- d. Reading
- e. Writing
- f. Listening

WHY?

APPENDIX 5. LEARNING STYLES SURVEY

(Modality Questionnaire)

Name _____ Semester _____ Date _____

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete the modality questionnaire, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate if the sentence never applies to you (1), sometimes applies to you (2), or often applies to you (3). Respond to all questions in all sections of the questionnaire.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

Preferred Channel: Visual

1. ____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. ____ I remember something better if I write it down.
3. ____ I get lost or am late if someone *tells* me how to get to a new place and I don't write down the directions.
4. ____ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. ____ If I am taking a test, I can "see" the textbook page and where the answer is.
6. ____ It helps me to *look* at the person while listening. It keeps me focused.
7. ____ I had speech therapy.
8. ____ It's hard for me to understand what a person is saying when there are people talking or music playing.
9. ____ It's hard for me to understand a joke when someone tells me.
10. ____ It is better for me to get work done in a quiet place.

Visual Total _____

Preferred Channel: Auditory

1. ____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. ____ It helps to use my finger as a pointer when reading to keep my place.
3. ____ Papers with very small print or blotchy dittos or poor copies are tough on me.
4. ____ I understand how to do something if someone tells me rather than having to read the same thing to myself.
5. ____ I remember things that I hear, rather than things that I see or read.
6. ____ Writing is tiring. I press down too hard with my pen or pencil.
7. ____ My eyes get tired fast, even though the eye doctor says my eyes are ok.
8. ____ When I read, I mix up words that look alike, such as "them" and "then" and "bad" and "dad."
9. ____ It's hard for me to read other people's handwriting.
10. ____ If I had the choice to learn new information via a lecture or textbook, I would choose to hear it rather than read it.

Auditory Total _____

Preferred Channel : Kinesthetic (Haptic)

1. ____ I don't like to read directions; I'd rather just start doing.
2. ____ I learn best when I am shown how to do something and I have the opportunity to do it.
3. ____ Studying at a desk is not for me.
4. ____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. ____ Before I follow directions, it helps me to see someone else do it first.
6. ____ I find myself needing frequent breaks while studying.
7. ____ I am not skilled in giving verbal explanations or directions.
8. ____ I do not become easily lost, even in strange surroundings.
9. ____ I think better when I have the freedom to move around.
10. ____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-macall- it" or a "thing-a-ma-jig."

Kinesthetic (Haptic) Total _____

Once all 30 items have been completed, add up the scores for each of the three sections. The maximum score in any section is 30 and the minimum score is 10

(The information in this document was retrieved from <http://muskingum.edu/~cal/database/general/assessment.htm>)

APPENDIX 6. CONSENT LETTER

To whom it may concern,

You are being invited to participate in a research study on learning vocabulary through the use of some learning styles for pre-intermediate students in the ELT Program at UIS directed by Professor Luz Mary Quintero. In particular, we are interested in how students can learn vocabulary using the aid of the three learning styles: visual, auditory and kinesthetic. For this purpose, we are going to design a booklet to help students be aware of their preferred learning style, and also we are going to supply activities for them to use when learning new vocabulary.

This research will require about 2 weeks of your time. During this time, students will be observed and complete a survey, in order to recognize their needs. After the two week observation, some students will be chosen depending on their needs to improve their vocabulary. The chosen students will be interviewed (outside class) about the way they learn and then, they will be provided with the booklet and trained about the use of it.

By participating in this research, you may also benefit your students by helping them to find out the way they learn so that they can use these strategies while learning something new from the class. What is more, you may have full description of the result of the information of this research upon request after its completion.

The results from this study may be published. Nevertheless, we will protect your anonymity. If you require any information about this study, or would like to speak to one of the researchers, please call or write to:

Jenny Alvarado at 317 455 3750, consu84@hotmail.com or
Johnattan Rueda at 316 395 0906, johenrique04@hotmail.com or
Laura Castellanos at 318 590 2396, lauracas1986@hotmail.com

I have read (or have been read) the above information regarding this research study on learning vocabulary through learning styles, and consent to participate in this study.

(Name) _____
(Signature) _____
(Date) _____