

Chapter **Thirteen**

Learning styles and strategies

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At the end of this chapter, you should be able to:

Goals

- ✓ **provide** a definition of a learning style and learning strategy.
- ✓ **clarify** the difference between learning styles and strategies.
- ✓ **explain** why learning styles and strategies are important considerations in second language teaching.
- ✓ **identify** some major learning styles and learning strategies.
- ✓ **identify** learning styles and strategies in your own lesson plans.
- ✓ **identify** five important features of your own learning style profile.

1. What are learning styles and strategies?

As an English language teacher you may recognize your students learn differently, but you may not have the necessary skills for dealing with different **learning styles** and **strategies** in the classroom. The purpose of this chapter is to help you learn more about learning styles and strategies so you can help your English language students learn most efficiently.

The terms *learning styles* and *learning strategies* can be confusing. Some English language teachers think they are the same thing, but they are not. Learning styles and strategies are linked to one another, but they are not the same thing.

Learning styles refers to "... an individual's natural habitual, and preferred ways of absorbing, processing, and retaining new information and skills." (Kinsella, 1995, p. 171). These styles seem to persist regardless of the content you are trying to master (e.g., learning to fly an airplane vs. learning another language) or the method of instruction you are given (e.g., straight lecture vs. problem-solving, small group work). Whether you know it or not you also have preferred ways of absorbing, processing, and retaining new information and skills.

Learning strategies are different from learning styles. Learning strategies refer to "... characteristics we want to stimulate in students to enable them to become more proficient language learners." (Oxford, 1990, p. ix). In this case, we are not talking about preferred ways of doing things, but rather looking at the characteristics of tasks that second language learners must do and purposely teaching students the behaviors that will help them be successful learners. Strategies must first be identified as important to a given task, and then, they are purposely taught. For example, a common task teachers use is to ask students to make a written summary of information acquired from listening to or reading text. The task is to say or write the main idea. This is a cognitive strategy known as summarizing.

Reflection



Do you think knowing about learning styles and strategies is important for second language teachers? Why or why not?

Using the definitions above and without further reading in this chapter, give an example of a learning style and a learning strategy from your own experiences as a student and/or teacher.

2. Background on learning styles and strategies

The major research base for much of the current work on learning styles began in the first quarter of the twentieth century with the work of noted psychologists Carl Jung (1976) and Jean Piaget (1968). In recent years, English language teachers have become very interested in learning styles. In the last decade we have seen works specifically devoted to learning styles and English language teaching appear on the market—Reid (1995, 1997), Kinsella (1995), Oxford (1990), and Oxford and Anderson (1995). This chapter will cover the most common and significant learning styles. As educators, we hear the most about the perceptual learning styles—visual, auditory, kinesthetic, and tactile; however, perceptual learning styles are only one piece of a much larger learning-style picture. It is important to see the different learning styles as connected because learners will have more than one learning style. In addition, different tasks may be approached in different ways, making more than one learning style significant for a given task.

Learning styles are both individually and culturally motivated (Kachru, 1988; Nelson, 1995). Within a given culture and on a larger scale, we can see certain learning style preferences among individuals surfacing. This is not to say that everyone within the culture has the same preferences, but, rather, that culture does play a role in the development of our preferences. This can lead to conflicts in a second language classroom that is made up of students from different language backgrounds when the teacher does not understand the relationship between the students' learning styles and his/her own (Cohen, 1969; Oxford, Ehrman & Lavine, 1991).

Strategies are specific means that learners use to learn or improve their language. There are many different kinds of learning strategies, depending on the context and tasks. Because the scope of this chapter is limited, I will only introduce strategies for learning in a classroom environment. (See Oxford 1990; Silver and Hanson, 1996a, Silver and Hanson, 1996b). These classroom learning strategies are broken down into three areas: **cognitive**, **metacognitive**, and **socio-affective**.

The labels used for describing learning styles and strategies vary greatly. The taxonomies in this chapter work well for English language teachers. They are

neither too complex nor too simple, and they identify features of learning styles and strategies that are critical for second language learners. Neither the taxonomy for learning styles nor the taxonomy for learning strategies is meant to be exhaustive. They simply present ways of thinking about learning styles and strategies that are easy and manageable. We will also explore the types of behaviors that students with different learning styles might exhibit in the second language classroom. The ultimate goal in applying these taxonomies to instructional planning and design is to create English language teaching environments that assist different students in learning English efficiently and effectively.

In considering how to apply learning styles in the L2 classroom, I have found it useful to look at three broad categories of learning styles (see Figure 1)—cognitive, sensory, and personality.

Learning Style Taxonomy for the L2 Classroom		
Type 1: Cognitive Styles	Type 2: Sensory Styles	Type 3: Personality Styles
Field Dependent —learns best when information is presented in context. They are often more fluent language learners Field Independent —learns most effectively step-by-step and with sequential instruction. They are often more accurate language learners	Perceptual: Visual —learns best when there is visual reinforcement such as charts, pictures, graphs, etc. Auditory —learns more effectively by listening to information Tactile —learns more effectively when there is an opportunity to use manipulative resources Kinesthetic —learns more effectively when there is movement associated with learning	Tolerance of Ambiguity: refers to how comfortable a learner is with uncertainty; some students do well in situations where there are several possible answers; others prefer one correct answer
Analytic —works more effectively alone and at his/her own pace Global —works more effectively in groups	Environmental: Physical —sensitive to learning environment, such as light, temperature, furniture Sociological —sensitive to relationships within the learning environment	Right and Left Hemisphere Dominance Left-brain dominant learners tend to be more visual, analytical, reflective, and self-reliant Right-brain dominant learners tend to be more auditory, global, impulsive, and interactive
Reflective —learns more effectively when they have time to consider new information before responding Impulsive —learns more effectively when they can respond to new information immediately; as language learners, they are risk takers		

Figure 1 Learning style taxonomy for the L2 classroom

Look at the description of each learning style. Make a list of the styles that best describe you. Share your results with a partner.

Each student in your classroom will have cognitive, sensory, and personality type learning styles. In order to use the information presented in Figure 1 most effectively, you must gain a working knowledge of the general categories of learning styles so you can (1) recognize different styles in yourself and your learners, and (2) create lesson plans and classroom activities that address these varied styles.

There are many different ways to categorize learning strategies (Oxford, 1990). Given the emphasis in the past decade on helping learners develop critical thinking skills and cognitive academic language proficiency (CALP) (Cummins, 1996), I have chosen to review some general learning strategies. In the cognitive academic language learning approach (CALLA), Chamot and O'Malley (1994) identified some general learning strategies that contribute to second language student success in academic and classroom environments. While the focus in the CALLA model is on children learning a second language, the general learning strategies are important for all language learners in formal classroom environments. General learning strategies fall into three areas—metacognitive (i.e., strategies to help students think about their own learning), cognitive, and socio-affective.

General learning strategies for second language learners in academic contexts (adapted from Chamot and O'Malley, 1994 and Oxford, 1990)

Learning strategy	Definition of strategy
Metacognitive strategies	
Planning	Previewing main ideas Making plans to accomplish a task Paying attention to key information Seeking out and arranging for conditions to promote successful learning
Monitoring	Self-checking ones comprehension
Evaluating	Developing the ability to determine how well one has accomplished the task

(Continued page 272)

Cognitive strategies	
Summarizing	Saying or writing the main idea
Induction	Figuring out the rules from samples of language
Imagery	Being able to visualize a picture and use it to learn new information
Auditory representation	Mentally replaying a word, phrase, or piece of information
Making inferences	Using information in the text to guess the meaning
Using resources	Developing the ability to use reference materials
Grouping	Classifying words, terminology, quantities, or concepts
Note-taking	Writing down key words and concepts in verbal, graphic, or numerical form
Elaboration of prior knowledge	Relating new to known information and making personal associations
Social/Affective strategies	
Cooperating	Learning how to work with peers—completing a task, pooling information, solving a problem, and obtaining feedback
Clarifying	Learning how to ask questions to get additional explanation or verification from the teacher or someone else who might know the answer
Self-talk	Reducing anxiety by talking positively to oneself

Figure 2 Learning strategies for L2 learners

3. Principles for teaching learning styles and strategies

1. Vary activities and materials.

Learning style profiles are different for everyone. No two classes of students will be exactly the same. The class of students you have for one session may have very different learning styles from students you have in the next session. Students will also have different needs relative to learning strategies depending on their collective goals and objectives. When I started working with learning styles in the early 1980s, I thought that I needed to determine the learning styles of the students in each class, and then create lesson plans and select activities and tasks to match their learning styles. What I discovered was that the profiles and needs of each class were different. If I had continued with my initial way of thinking, I would have been constantly creating new materials, activities and tasks, changing formats, and refocusing my lessons. A simpler and more logical approach for addressing learning and strategies eventually surfaced. Once I began to understand the different styles and strategies presented in Figures 1 and 2, I began to think of learning styles and strategies in a more global sense. Rather than create tasks and activities for a specific group of students, I began varying the activities and tasks to address a broad range of learning styles and learning strategy needs. Over a period of time, many different styles and strategies would be addressed.

2. Make all learning styles value neutral.

The students in your classes will all have different learning styles. Some styles will work better than others in different learning situations, but no one learning style is better than another one. As an English language teacher, it is important that you understand the learning styles of the students in your classes and value all styles equally. One way that you can show that you value all learning styles is to make certain that you vary your lesson plans so that they include activities that address the different styles. When you, as the teacher, embrace diversity in learning, you set an excellent example for your students to do the same thing.

3. Audit your teaching.

If you are a practicing teacher, conduct an audit of your teaching for two or three weeks. Focus on either styles or strategies, and on one or two specific styles or strategies at a time. Before you begin making changes in your approach to teaching relative to learning styles and strategies, you should

always make certain that you have a very clear understanding of what it is that you routinely do. Once you understand what you routinely do, you will be able to make changes in your teaching in order to broaden or change your approach to both learning styles and strategies in your classrooms. For example, if you always have your students work alone, you may want to change your practice and have them work in small groups occasionally. If you always ask questions that have one possible correct answer, you may want to change your practice and ask open-ended questions that can be answered in several different ways. If you are not yet a practicing teacher, you may want to observe an experienced teacher to understand how both learning styles and strategies can be used in the second language classroom.

4. Encourage students to stretch their learning styles.

Rather than think of each learning style as very separate and unique, I have found it useful to think of learning styles on a continuum. By thinking of learning styles on a continuum, I can see more clearly what styles students are using in the classroom and can get a clearer picture of how to help them stretch their learning styles—particularly for students at the extremes of the continuum. For example, the cognitive learning style of impulsive/reflective can be seen on a continuum with the impulsive learning style at one end and the reflective at the other end. When you see students who prefer using the impulsive learning style (e.g., completing work quickly and immediately in class), you can acknowledge the strengths of the global style (e.g., These are generally the students who do get their work finished and in on time!). Then, try to assign some tasks in which the impulsive learning style may not serve them well (i.e., when students must work on a multistep project on their own that requires careful consideration at each step). By recognizing students' learning style strengths and then giving them opportunities to stretch themselves, you help them develop a better understanding of how they learn best. By pointing out that the learning style in question may not always serve them well, you can help them see the limitations in their current ways of learning. By suggesting other behaviors at the opposite end of the continuum, you help them stretch their learning style capabilities.

5. Find ways to link both learning styles and strategies.

Learning styles and strategies are closely related; therefore, it is important to find ways to link these two concepts in course curricula. Learning styles stem from the learners themselves—their preferred ways of perceiving and processing information. Learning strategies stem from the tasks—ways of per-

ceiving and processing information that are important to completing a task successfully. Sometimes learning styles and strategies match up beautifully for students, but at other times, they do not. When preparing lesson plans, it is important to look closely at each task and activity that students are required to complete and ask yourself two questions:

- What learning styles will be most useful in completing these tasks?
- What learning strategies will my students need in order to complete these tasks successfully?

Once you have answers to these questions, you can make adjustments in the planning and presentation of course materials in order to provide an optimal learning environment for your language learners.

Reflection



What specific things might you do to help learners stretch their learning styles?

4. Classroom techniques and tasks

There are many advantages to using learning styles and strategies in lesson planning and curriculum development. The English language classroom certainly becomes a more varied and interesting environment when learning styles and strategies become an integral part of learning. Students learn content and language, and they learn more about themselves and how they learn. Using learning styles and strategies gives teachers a more holistic view of learning and spawns creativity in the development and use of techniques for learning. Here are two techniques for using learning styles and strategies. I have chosen these techniques because I believe they have the broadest appeal.

Creating inventories Language learners enjoy knowing more about themselves and how they learn if they also perceive themselves to be learning English at the same time. Inventories are an excellent way of helping learners develop their language skills and learn more about their individual process of learning. There are a number of useful learning style inventories already on the market (Oxford, 1990b; Reid 1995; Kinsella, 1995; Dunn,

Dunn, and Price, 1975, 1979, 1989) that can provide you and your students with useful and quite reliable information about learning styles and strategies. I also believe there is great value in homemade inventories because they can be useful in providing springboards for important discussion in the classroom both on the results obtained from the inventories and on the process of creating the inventories. The following inventory was created with my students in order to talk about the perceptual learning styles. The perceptual learning styles are visual, auditory, tactile, and kinesthetic.

My students identified the content for the inventory in a brainstorming session. Collectively they brainstormed some typical activities (e.g., driving a car or talking to a teacher about a problem), preferences (e.g., for movies, CDs, sports) and beliefs about self (e.g., personal appearance, disciplining children). I created the inventory by carefully thinking about each item in relationship to perceptual learning styles. I selected the behaviors that were representative of auditory, visual, and kinesthetic learning styles and created the multiple-choice questions below. Students not only participated in useful language activity during the brainstorming session, but also had a chance to take the inventory individually and then discuss the results with a partner or in a small group.

Example Perceptual style inventory for language learners

Directions: Work alone. Answer the questions. Choose the one answer that best describes you. When you have finished, summarize your answers. What is your strongest learning style? Do you have more than one? Then, with a partner and share your answers. Where are your answers different? Similar?

1. A person can tell what you are feeling by
 - a) the way your face looks
 - b) the way your voice sounds
 - c) the way you stand, move, and hold your body
2. If I need to talk to someone about something very important, I prefer to
 - a) meet face-to-face
 - b) talk on the telephone
 - c) talk while I am doing something else
3. When I am driving or riding in a car for long distances, I frequently
 - a) check the rearview and side mirrors and watch out for other cars.
 - b) turn on the radio or listen to a cassette or CD
 - c) move about in my seat trying to get comfortable and make frequent stops
4. When I am angry at someone, I
 - a) give them the silent treatment
 - b) tell others immediately
 - c) clench my fist and storm off

5. When I attend a meeting, I
 - a) prepare notes, agendas, overheads, etc. in advance
 - b) enjoy discussing and hearing others ideas
 - c) doodle and daydream
6. When it comes to the clothes I wear, I pay most attention to
 - a) comfort and how I feel
 - b) how I look
 - c) compliments and what others say
7. The best form of discipline is
 - a) to take away something of value
 - b) to discuss the problem
 - c) to refuse to speak or interact
8. When I have a little free time, I like to
 - a) participate in some sport or physical activity
 - b) watch TV or movies
 - c) listen to the radio or my favorite music
9. I try to keep up with what's going on in the world by
 - a) scanning the newspaper or catching a few minutes of the evening news while I'm doing other things
 - b) reading the newspaper or news magazine
 - c) listening to the radio or watching the evening news
10. I think the most effective way to reward someone (including me) is
 - a) a pat on the back, a handshake, or a hug (whichever is appropriate)
 - b) oral praise in front of peers
 - c) letters, notes, and stickers with positive comments

Answer key

Total the points for each a), b), and c) checks. Numbers 1 -5 a) visual, b) auditory, c) kinesthetic; Numbers 6-10 a) kinesthetic, b) auditory, c) visual. If you have more points in any one area, that area will be your dominate learning style. It is quite common to have equal points in two areas. This means that you have a bi-modal profile.

Interactive search and find Interactive search and find works much in the same way as creating inventories in terms of student involvement. The major difference is that creating inventories focuses only on learning styles and Interactive search and find focuses on learning strategies and learning styles.

Again, my students identified the content for the Interactive search and find in a brainstorming session. Collectively they brainstormed some different strategies they use for learning (e.g., using resources, summarizing, etc.) and different ways in which they prefer to learn (e.g., setting their own goals, learning in a step-by-step fashion, etc.). I selected the content for the Interactive search and find based on student input. Again, students not only participate in useful language activity during the brainstorming session, but also have a chance to participate in the Interactive search and find with their peers.

Interactive search and find

Directions: You will need to get up and out of your seats and talk with your classmates. Find someone for whom the following statements are true. Get signatures from your classmates. They should sign their names in the blank spaces under the statements. Try to get as many different signatures as you can.

Find someone who . . .

Name

1. learns new information more effectively step-by-step. _____
2. knows how to use an English/English dictionary. _____
3. knows how to find information on the Internet. _____
4. learns best when interacting with other people. _____
5. can read a passage and pick out the main ideas. _____
6. knows how to use an encyclopedia. _____
7. is good at taking notes. _____
8. notices temperature, sound, and light in the classroom. _____
9. likes to take risks in learning. _____
10. knows how to cooperate in a group. _____
11. is good at using information to guess meaning. _____
12. asks questions to get additional information. _____
13. learns best when interacting with other people. _____
14. is a fluent language learner. _____
15. learns more effectively through hearing language. _____
16. learns more effectively through hands-on material. _____

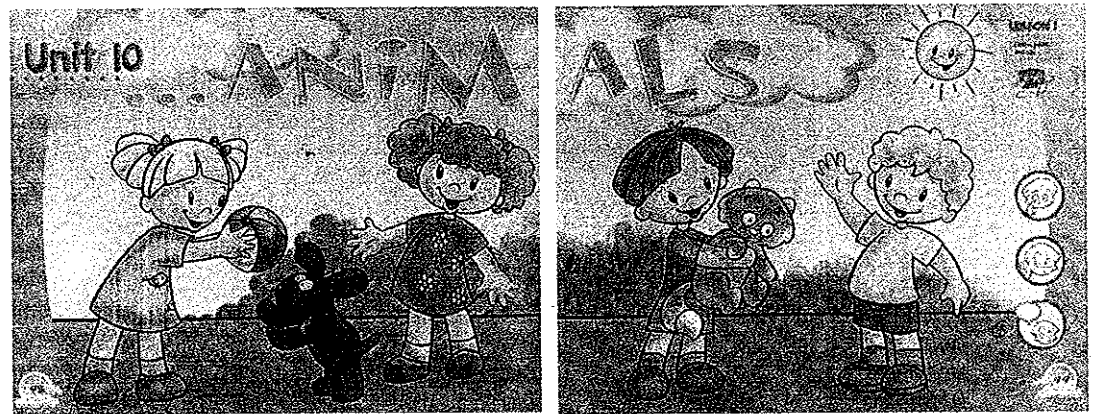
Inventories and Interactive search and find are just two examples of useful and creative techniques that result from learning style and strategy taxonomies and frameworks.

Work with a partner. Look at the Perceptual style inventory for language learners (on page 276) and identify the different learning styles in each of the questions without looking at the answer key. Work with a partner. Look at *Interactive search and find* and identify the different learning styles and strategies in each

5. Learning styles and strategies in the classroom

In the previous section, we focused on techniques and tasks that teachers created with their students. In this section, I would like to show you how to apply the ideas presented in this chapter to already existing commercial materials. For purposes of this example, I have selected two lessons. The first lesson is from *Parachutes Book 1*. The topic is pets and animals. *Parachutes* is a series for very young children. This lesson will be used to illustrate the application of learning styles. The second lesson is from *Quest: Reading and Writing in the Academic World, Book 2*. The topic of this lesson is "The Ancient World: Egypt." *Quest* is a series that prepares adult students for college level work. This lesson will be used to illustrate the application of learning strategies.

Learning styles The lesson in *Parachutes Book 1* (Figure 3) focuses on pets and animals. In this lesson, young language learners are given an opportunity to develop all of their perceptual learning styles—visual, auditory, tactile, and kinesthetic.



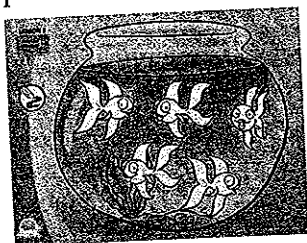
Activity 1

Figure 3 *Parachutes Book 1* (McGraw-Hill, 2001)

In the first activity, children listen to the words, point to the pictures, and say the words on the tape. This activity addresses their visual, auditory, and tactile learning styles. In the second activity (Figure 4), students count the fish and color them. This activity addresses their visual, tactile, and kinesthetic learning styles. In addition to the activities in the student book, the teacher's edition offers numerous other activities. The *Mind Map* activities give students an opportunity to develop both analytic and global styles by giving them opportunities to work alone and work with other children. Some of the activities in the Teacher's Guide are step-by-step, while others are presented in context. These different activities address both field dependent and field independent learners and build on their strengths. Most of the activities expose students to a limited amount of information, thereby helping learners who are not comfortable with uncertainty and have a low tolerance for ambiguity. The collage activity supports left-brain dominant learners because it helps them analyze and reflect. *Awareness of Math* exercises help right-brain dominant learners by focusing on interactive, global, auditory activities.

Learning Strategies In *Quest Book 2*, the lesson on ancient Egypt focuses principally on reading and writing although speaking and listening are also developed through the variety of activities introduced. The first half of the chapter is devoted to reading and the second half to writing. Three readings on ancient Egypt are introduced. Each reading section is divided into *Before Reading*, *Reading*, and *After Reading*.

In the prereading activity in Figure 5 (page 281) students are asked to use the cognitive learning strategy—elaboration of prior knowledge and the socio-affective strategy of cooperating. Elaboration of prior knowledge asks students to relate new information to known information and to then make personal associations. Most students know something about Egypt already. The *Before Reading* activity asks students to think about what they already know about Egypt and relate the knowledge to a wall painting of the Pharaoh Nakht and his wife. There are no wrong answers to the questions. Students are encouraged to use their prior knowledge. Students are also asked to work together to complete a task, thereby using the socio-affective strategy of cooperating.



Activity 2

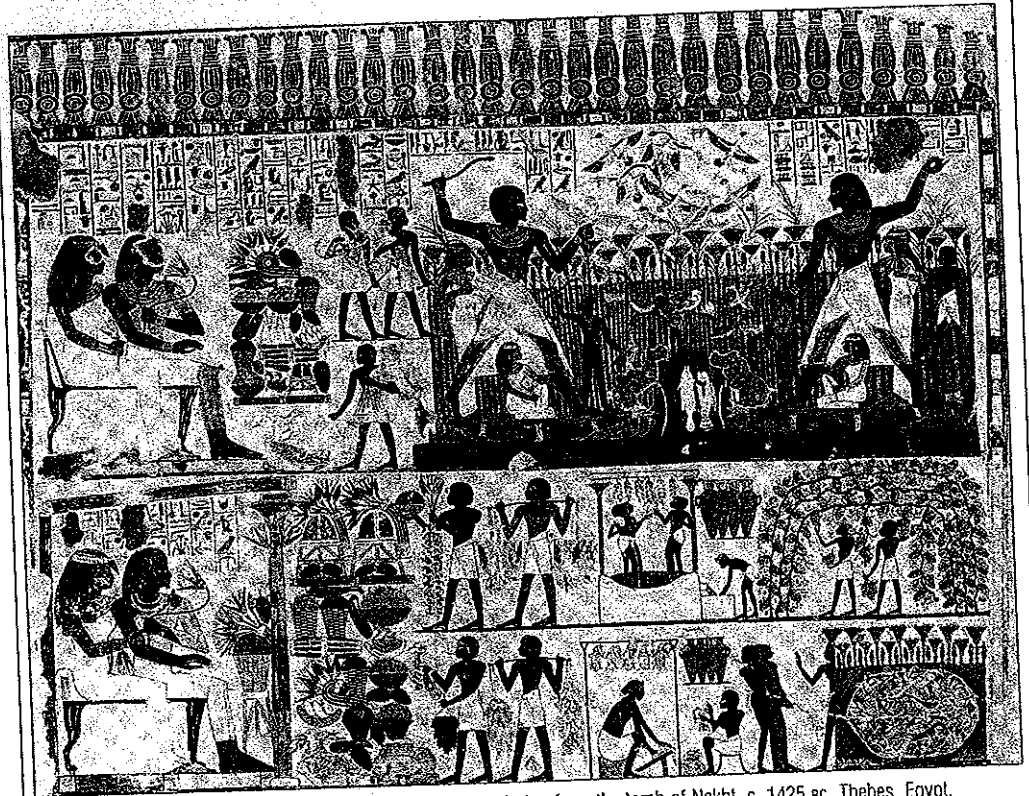
Figure 4 *Parachutes Book 1* (McGraw-Hill, 2001)

Part One Rules of Egyptian Art

Before Reading

Discussion. Look at the following wall painting. In small groups, examine the details of the painting and answer these questions.

1. Which people are Nakht and his wife? Why do you think so?
2. Who might the other people be?
3. What are the people doing? Describe as many activities as possible.
4. Do these figures look realistic? Why or why not? What seems strange about them?



Nakht and His Wife. Copy of a wall painting from the tomb of Nakht, c. 1425 bc, Thebes, Egypt.
The Metropolitan Museum of Art, New York

Figure 5 *Quest: Reading and Writing in the Academic World Book 2*
(McGraw-Hill, 1999)

In the next *Before Reading* activity (Figure 6), students are asked to once again make inferences and use the information given in the text to guess the meaning of words. They are also asked to use the cognitive strategy of deduction/induction to see if the information they are given in the pictures is consistent with a set of rules introduced earlier in the unit. Finally, they are asked to evaluate their answers by comparing their answers with a partner and develop the ability to determine how well they have accomplished the task.

In summary, the *Before Reading* activities in this section of *Quest Book 2* help learners develop strategies in each of the major categories—metacognitive (evaluating), cognitive (deduction/induction, making inferences, grouping, and elaboration of prior knowledge), and socio-affective (cooperating).

Part Three Reading in the Academic World

Before Reading

A. Vocabulary Preparation. The following textbook passage has some words that will be new to you. You can understand something about many of them from the context. What can you guess about each underlined word that follows? Write your guess for each of these words. Then compare your answers with another student's.

1. There was a succession of wars—one after another after another.
My Guess: _____
2. The ruler who sat on the throne of Egypt was not always a great leader, but in the eyes of his people, he was both pharaoh and god.
My Guess: _____
3. King Tutankhamen's tomb was filled with magnificent art—gold and silver, paintings, statues, and beautiful furniture.
My Guess: _____
4. After 4,000 years, the wall painting was in poor condition, but art experts at the museum were able to restore it. Now it looks almost exactly as it looked when it was new.
My Guess: _____
5. They made the journey from Memphis to the new capital, Thebes. When they finally arrived, they were hot and tired.
My Guess: _____
6. He walked aimlessly through the old city. He had no purpose, no idea of where to go or what to do.
My Guess: _____
7. Ancient Egyptians went to great lengths to protect the body of the pharaoh. They were prepared to do anything necessary to keep his body safe.
My Guess: _____

B. Thinking Ahead. Before you read, briefly review the Rules for Artists (page 110). Then look over the pictures in the textbook passage (pages 119–121). Do all of these pictures appear to follow the rules?

Figure 6 *Quest: Reading and Writing in the Academic World Book 2* (McGraw-Hill, 1999)

In the *Reading* sections, students are introduced to the concept of summarizing—identifying the key or main idea. Students focus on summarizing by thinking about the main idea as they read and underlining the interesting and surprising information.

Reading

As you read the following passage, think about the answer to this question.

- Why did the style of Egyptian art stay almost the same for 3,000 years?

Reading

As you read the textbook passage, think about the answer to this question

- How was art a mirror for the three periods in ancient Egyptian history?

Egyptian Civilization: A Brief History

It is usual to divide the long history of Egypt into three periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. These are further divided into dynasties. A dynasty was a period when a single family provided a succession of rulers. When one pharaoh died, a successor was chosen from the same family. It was important to keep the blood of a royal family pure; therefore, the pharaoh was not allowed to marry outside of the immediate family.

The Old Kingdom

The earliest dynastic period began around 3100 bc when Upper and Lower Egypt were united by a powerful pharaoh named Menes. Menes established his capital at Memphis and founded the first of the thirty-one Egyptian dynasties.

It was during the Old Kingdom that the pyramids were built. These massive tombs were an attempt to keep the body of the pharaoh safe. The Egyptians believed that the soul, or *ka*, remained with the body until death. At death, the *ka* left the body for a time, but it later returned and united with the body again for the journey to the next world. If the body was destroyed, the *ka* had to travel aimlessly for all eternity. For this reason, the Egyptians went to great lengths to protect the body—especially the body of the pharaoh, for he was both a king and, in the eyes of the people, a god.

Often, however, thieves broke into the pyramids. They stole the gold and other treasures and destroyed the pharaoh's body. Consequently, sculptors began to create statues of the pharaoh, such as the portrait of Khafre on his throne. They put these statues inside the tomb so that the *ka* could enter this stone statue for the journey to the next world.



Khafre, c. 2600 bc, Egyptian Museum, Cairo, Egypt

Figure 7 Reading activities from *Quest: Reading and Writing in the Academic World Book 2* (McGraw-Hill, 1999)

In *After Reading, Part One*, students again work with summarizing. In addition, they work with advance organization. They use a graphic organizer to help them identify the key elements in the reading. In *After Reading, Part Two*, students have a chance to work again with elaboration of prior knowledge and guessing from context when they work with new idioms. In addition, they get a chance to develop metacognitive strategies by evaluating their performance on the activities and self-checking comprehension. They develop the socio-affective strategies of clarifying and cooperating when they are asked to cooperate in working with a partner and to ask questions. In summary, students are given opportunities to develop all three types of strategies in the *After Reading* activities—metacognitive, cognitive, and socio-affective.

After Reading

A. Main Ideas. Go back to the reading. When you find the answers to these questions, mark them with a felt-tip pen.

1. If Egyptian art didn't change much for 3,000 years, was there a problem with the ability of the artists?
2. Why didn't Egyptian art change much for a such a long time?

B. Application. Look back at the wall painting of *Nakht and His Wife*. Fill in the chart with examples from this painting. Then add the number of the rule (from Rules for Artists) that told the artist what to do.

Elements	Examples from the Wall Painting (from the Tomb of Nakht)	Rule #
space		
animals		
people: color		
size		
activity		
style		
actions of people (besides Nakht)		

C. Response Writing. For ten minutes, write as much as you can about the wall painting *Nakht and His Wife*. Describe it and explain in your own words why the artist used these elements.

Figure 8 After Reading activities from *Quest: Reading and Writing in the Academic World Book 2* (McGraw-Hill, 1999)



What do you think would be the main challenges in introducing either the *Parachutes* lesson or the *Quest* lesson in the classroom?

6. Conclusion

This chapter introduced the concepts of learning styles and strategies, explained how they are different, and how they are linked together. In addition, useful taxonomies were provided to help teachers work with styles and strategies in their classrooms. This chapter also focused on five principles to help guide you in applying learning styles and strategies in your classroom, two specific techniques that include a perceptual learning inventory and an interactive activity, and two sample lesson plans from commercial texts to show you how to identify and work with learning styles and strategies. The information collected in this chapter should provide you with tools necessary for accomplishing the goals outlined at the beginning of the chapter. If your goal is to better meet the individual needs of your students, address the diversity you see in your classroom, and to better prepare your students for their classroom language learning experiences, then working with learning styles and strategies and applying the concepts presented in this chapter is a worthy endeavor.



Chamot, A.U. and J. M. O'Malley 1994. *The CALLA Handbook*. Reading, MA: Addison Wesley.

This handbook was written for public school teachers who are responsible for teaching core curriculum subjects to language minority children. The handbook integrates the latest research on learning strategies with actual classroom-tested activities.

Christison, M. A. 1998. An Overview of Learning Styles and Their Application to the L2 Classroom. *Sunshine State TESOL Journal*.

This article provides a fairly comprehensive overview of learning styles, identifies student classroom behaviors associated with each learning style, and offers suggestions for practical activities.

Oxford, R. L. 1990. *Language Learning Strategies: What every teacher should know*. Boston, MA: Heinle & Heinle.

Based on current research, this text provides English language teachers with practical recommendations for developing their students' second language learning strategies. Detailed suggestions for strategy use in each of the four language skills are included, as well as case studies and models for setting up similar programs.

Reid, J. (ed.) 1995. *Learning Styles in the ESL/EFL Classroom*. Boston, MA: Heinle & Heinle.

This book is a collection of practical articles on learning styles edited by Joy Reid. It is now out of print, but can be accessed at
<<http://www.humanities.byu.edu/faculty/andersonn.html>>

Reid, J. (ed.) 1997. *Understanding Learning Styles in the Second Language Classroom*. Englewood Cliffs, NJ: Pearson ESL.

This book is a collection of articles on learning styles and multiple intelligences. It is specifically directed to English language teachers and focuses on both theory and research and practical application.

Silver, H. F. and R. J. Hanson 1996. *Learning Styles and Strategies*. Woodbridge, NJ: The Thoughtful Education Press.

This manual is designed to increase one's understanding of learning styles and strategies and is based on Jung's Theory of Personality Types. It also enables teachers to help students become more responsible, autonomous learners.

Helpful Websites



LD Pride, The Vancouver Island Invisible Disability Association
(<http://www.ldpride.net/learningstyles.MI.htm>)

Learning Strategies Corporation (<http://www.learningstrategies.com>)

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Chapter **Fourteen**

Learner autonomy in the classroom

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At the end of this chapter, you should be able to:

Goals

- ✓ **define** autonomy and explain what fostering autonomy in the language classroom means to you.
- ✓ **say** how you would organize a project or series of classroom activities so that the students make choices and decisions about their learning.
- ✓ **evaluate** how textbook units and classroom activities offer, or fail to offer, opportunities and support for autonomy.