

Building Up a Young Learners' Learning Styles Inventory

بناء مقياس لأساليب التعلم للمتعلمين الصغار

By

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Abstract:

Addressing and activating Learning styles represent one of the most debated issues in both learning and teaching English to young learners as a foreign language. Identifying Learning style is a significant factor for EFL young learners' academic achievement and attitudes. It has a vital role in the life of learners. If learners acknowledge their learning styles, they will be able to integrate it into their learning process. Consequently, the learning process will be simpler, quicker, and more beneficial. Therefore, this study aimed at designing a valid and reliable inventory test to identify learners' learning styles. The sample consisted of (80) students from Azza- Zydan Experimental School, Fayoum governorate, Egypt. The content validity of items in the test was verified by experts in the field of the curricula and EFL instruction. Besides, the statistical package for social sciences (SPSS) was used for analyzing the data obtained, the total correlation of the items

was determined, and correlation measurements between subtitles and the total points of the scale were also performed. Also, Cronbach's Alpha coefficient test was applied to determine the test reliability. To define the internal consistency and reliability of the test, The Alpha test focused on subtitles, in particular. After these analyses, the results indicated that the learning styles inventory was accepted as a valid and reliable measurement tool.

Keywords: Learning styles, Inventory, young learners

Introduction:

Success in language learning is related to learning styles. This notion is supported by many researchers (Ellis 1998; Brewster 2002; Smeets 2004), they noticed that the learners seemed to learn better when using their preferred learning style. All students have their learning styles and learning strengths and weaknesses. Hence, knowing the use of specific forms of learning, such as visual, auditory, and kinesthetic learning modes, will allow the teacher to give their students the best.

There are many reasons to address learning styles in teaching. For example, it helps learners become more autonomous and responsible for their learning. Also, learners become the center of the learning process; teachers act as facilitators. Furthermore, it Improves motivation for learners, inherent abilities, and skills. Besides, it increases students' self-esteem and self-confidence.

Understanding the general learning style profile of classes allows teachers to adjust their teaching strategies as the profile (Hawk & Shaw, 2007). However, the majority of teachers often misinterpret the learning style preferences of their students, and their experience did not seem to help teachers to predict their students learning styles. This mismatch between teaching and learning styles leads to learning failure, frustration, and demotivation. Therefore, teachers and students should be conscious of their learning styles and try to harmonize them (Kora, 2009).

A learning style is commonly referred to as "a learning mode" and "a learning preference" as well (Cassidy, 2004). The term "learning style" has been widely used in psychology and pedagogy since the 1930s. Different researchers concentrated independently on various aspects of the learning styles. Consequently, this has led to an overwhelming range of learning style interpretations (Baneval & Mihova, 2012).

Learning style is defined as an individual preferred way of processing and transforming knowledge (e.g., Kolb, 1984; Honey & Mumford, 1992; Keefe, 1987; Sternberg 1994; Zhang & Sternberg, 2005). According to Kolb (1984), psychological characteristics arising from individual differences decide the strategies chosen by the person when learning. On the other hand, Keefe (1987) illustrated learning styles as cognitive, affective, and psychological traits that serve as relatively stable indicators

of how learners interpret, interact with, and respond to the learning environment.

Grasha and Riechmann (1996) are among the few scholars who have not been limited themselves to cognitive dimensions of learning styles. He identified learning style as social interactions and defined them as different roles students have interaction with classmates, teachers, and course content. Thus, this definition reflects the communicative and interactive aspects of learning styles in the classroom.

Learning style is both a characteristic that informs how a student likes to learn, as well as an instructional technique expressing the cognition, context, and content of learning. Therefore, as a result of the importance of identifying learning styles, in addition to the lack of proper learning style inventory for young learners, the present study aimed at developing a measuring tool to assess young learners' learning styles.

Statement of the problem:

Researchers have developed a variety of inventories to evaluate learning styles; however, they differ in construct and predictive validity. Also, they were designed only for adults, neglecting young learners (Coffield et al. 2004).

Study purpose:

The study aimed to develop a valid and reliable measurement tool that will help in identifying young learners' learning styles in light of the literature review.

Significance of the study:

The importance of the current study rests on providing a scale with an acceptable level of validity and reliability that can be used to assess young learners' learning styles.

The present study may help in:

- Identifying EFL young learners' learning styles, that can be used by teachers in preparing their lessons
- Helping teachers to accommodate different learning styles in the classrooms
- Helping educators to investigate the common learning styles for young learners

Definitions of terms:

Learning Styles

According to Sabatova (2008), learning styles can be defined as how an individual characteristically acquires, retains, and retrieves information.

The auditory learning style best when they can hear the instructions (Fleming, 2012).

The visual learning style is considered to be a “process through which students gain knowledge and understanding through explicitly visual tools” (Lewis, 2012.)

The kinesthetic learning style means that the student learns best when they are permitted to touch and feel through physical activity (Lewis, 2012).

Independent learning style learners think independently, participate in independent projects, and tend to determine their goals and learning process. (Grasha, 1996).

Collaborative learning style learners feel that learning is possible through sharing ideas and opinions with stronger students, and as a result, they interact with the teacher and would like to work with others and prefer to talk in small groups in the classroom (Grasha, 1996).

Review of Literature

Learning styles are different ways of learning. It includes the personalization of the educational approach. Learning styles are affected by many factors, such as individual experience, different intelligence and personality elements. For example, how learners cope with daily tasks in their life like reading a map and reading the book (SK & Tay, 2007).

Therefore, Learning is determined by learning style as stated by many researchers (Claxton and Murell 1985; Reid 1987; Elison 1995; Felder 1995). Thus, what is being taught has a less impact on learners' achievement than the way materials are presented? .Previous studies have reported that students' learning styles could be improved if proper learning styles models could be taken into account (Graf, Liu, & Kinshuk, 2010). Furthermore, other studies suggested that learners who can use multiple learning styles have a higher learning outcome. However, learners stick to just one style unthinkingly producing a monotonous in their learning process (Tabanlioglu, 2003).

A learning style is considered a multidimensional approach (Kinsella, 1996).

Some of the main characteristics of different learning styles are illustrated by Reid (1995). They are mentioned below:

- Each individual has a learning style;
- Learning styles are in wide continuums; although they are described as opposites;
- They are value-neutral; that is, no one learning style is better than others;
- Learners must be encouraged to “stretch” their learning styles so that, they will be more comfortable in a variety of learning situations;
- Learners need to be aware of their learning strengths and weaknesses.

The development of a variety of learning style models over the last 25 years has given increasing attention that one approach to teaching does not work for most of the learning. (Coffield, Moseley, Hall, and Ecclestone, 2004). Learning style theorists have identified specific features of learning over time by scholars in the field of learning styles. The main learning styles theories included in this research are and the Fleming's Visual /Auditory/Kinesthetic (VAK) and The Grasha-Reichmann Learning.

The simplest way to identify distinct learning styles is through senses. One of the most vital theories in the field of learning style is Neil D. Fleming's VAK model (Miller, 2001). This framework defines learners as visual, auditory, or kinesthetic. Visual learners' process visual information most efficiently; auditory learners know it best through listening, and kinesthetic learners learn through touch and movement.

According to Fleming (1995), as a teacher, the best choice is to use a different method in learning to give all learners the best opportunities for success. Some individuals have a blended and balanced mixture of the three types: visual, auditory, and kinesthetic (Fleming, 1995).

According to Keefe (1979), the Grasha-Reichmann learning style identified the learning styles of students through a social, affective perspective on the different ways individuals approach the classroom environment. It focuses on student attitudes towards learning, classroom activities, teachers, and peers; rather than studying the relationships of other techniques. The learning styles model itself comprises of six main learning styles, each of which has its features. The six learning styles are: avoidant, Collaborative, Dependent, Independent, Competitive, and Participant (Lewis, 2014).

Learning-Style inventories are designed to identify one's style. Starting from the 1970's, researchers developed a variety of tools to assess learning styles (Dunn & Dunn, 1972; Schmeck, Ribich & Ramanaiiah, 1977; Gregorc, 1979; Hunt, 1979).

Further recent models include, for example, Honey & Mumford's (1992) Learning Style Questionnaire and Kolb's (1999) Learning Style Inventory.

According to Coffield et al., (2004), there are more than 70 models to identify learning styles, but they differ in construct and predictive validity. Three of the most common and widely used are the Children's Embedded Figures Test, The VAK questionnaire, and The Grasha-Riechmann learning styles questionnaire.

Firstly, the Children's Embedded Figures Test (Karp & Konstadt, 1971). It was an adaptation of the group Embedded Figure test (GEFT) (Witkin, Oltman, Raskin, & Karp, 1971). The GEFT was used to measure the field dependent and the field independent. The field-independent persons who correctly identify more of the embedded figures. Thus, the field-dependent persons who obtain scores below the target mean (Benbasat and Dexter, 1982).

Based on the previous test, the Children's Embedded Figures Test was designed for learners under the age of 12 years old. This test is a 25-item test that requires the learner to locate a simple form embedded in a complex visual field. Items for this test were sorted by difficulty.

However, this test has some disadvantages. For example, only eight years old learners can pass all the items correctly. Besides, if a child escapes five-item consecutively, then the test will be reconsidered (Witkin, Oltman, Raskin, & Karp, 1971).

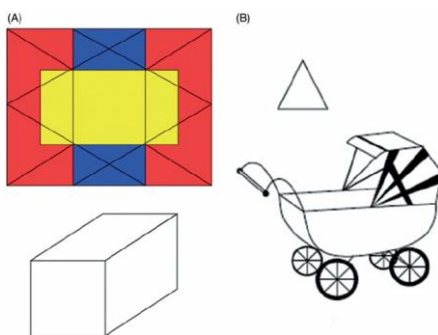


Figure (1) : Example items from the Embedded Figures Test (A) and the Children's Embedded Figures Test (B).

Secondly, the VAK questionnaire was developed by Chislett (2005), Provide learners with a profile of their learning preferences. This questionnaire identified learners as visual, auditory, and kinesthetic. It comprises 30 multiple choice questions tagged as A, B, and C. Those who

mostly choose A's have a visual learning style and those who mostly choose B's have an auditory learning style. Those who mostly choose C's have a kinesthetic learning style. One criticism of the questionnaire is the assumption that the individual has only one preferred way of learning. However, recent research proves that learners have a mixture of more than one style. (Fu, 2009).

Thirdly, the Grasha-Reichmann model focuses on student attitudes towards learning, classroom activities, teachers, and peers; instead of studying the relationships between methods, student style, and achievement. The questionnaire consists of 60 items; with ten questions each represents dominance in one or more of the six measured learning styles (Lewis, 2014). The scale was based on a five-point Likert. On the other hand, the reliability coefficient numbers of the questionnaire were found to be medium. Also, the items generally do not adhere to their sub scales in the test. Therefore, the structural validity of the scale was considered to be low (Bayku et al., 2010).

Finally, many of these models have the same theoretical basis and share foundational components suggested by Wilson (2011). It becomes clear that many inventories are not suitable for all ages. Also, there is no attention made for designing the learning styles Inventory targeting EFL learners. Consequently, this urges the need for developing a pictorial inventory test for EFL young learners who study English as a foreign language.

Materials and methods:

Method:

The study was carried out according to two dimensions in terms (1) the application of the inventory and (2) the analysis of the data obtained.

Participants :

The sample consisted of (80) students from Azza- Zydan Experimental School, Fayoum governorate, Egypt.

Instrument:

The learning styles inventory is aimed at assessing young learners' learning styles. It helps students determine which learning styles they have. The researcher designed the inventory according to different types of learning styles. The chosen learning styles are visual, auditory, verbal, kinesthetic, collaborative, and independent. The researchers make use of the Group Embedded Figures Test (GEFT). GEFT is an instrument to measure individuals' learning styles. It is considered a perceptual test that requires the subject to locate figures within a larger complex figure. (Witkin et al., 1977.). Moreover, this inventory typically takes the form of a pictorial questionnaire to be suitable for young learners. They choose the answers that most closely resemble their preference. The inventory consists of 22 questions:

From question number (1 - 13) was for assessing the following learning styles: Visual, Auditory, Kinesthetic, and verbal

From question number (14 - 22) was for assessing collaborative and independent learning styles.

Responding inventory:

The learning styles inventory includes 22 multiple-choice questions. Participants select two answers by filling in the associated circle. The total mark of the inventory was 45.

Findings and discussion**1-Statistical analysis:**

The SPSS (Statistics Package for Social Science) software was used for statistical analysis. Correlation measurements were made between the sub-dimensions and the total scale scores, and the item-total correlations were determined.

1.1. The psychometric proprieties of the scale:**1.1.1 Content Validity:**

To ensure the validity of the inventory, the researcher showed it to specialized jury members in the field of EFL specialists to be judged as for the following:

1-Relatedness of the dimensions to the general term (Learning style)

- 2- Relatedness of sub-items to each dimension
- 3- Clarity and wording of the statements
- 4-The suitability of the scale as a whole for assessing EFL young learners learning styles

Some modifications were done in the inventory based on the jury's advice. For example, some of the pictures were changed to suit the level of the participants. Also, the number of questions was reduced. Some statements were modified. For example, in question number three, the first statement was changed from "use finger to write on the table or air "to "use air-writing technique " or (use fingers to air-write letters).

1.1.3 Scale Reliability

The reliability of the inventory was determined by calculating the reliability coefficient of Cronbach s Alpha. It was applied to the dimensions of the inventory to determine the internal coherence coefficient of the scale. Table (1): The reliability values of the six dimenstions and of the scale itself

NO.	Factors	Reliability
1	Auditory	0.839
2	Verbal	0.863
3	Visual	0.866
4	Kinesthetic	0.835
5	Collabrative	0.853
6	Independent	0.869
	Total	0.974

Table (1) shows that the Alpha internal consistency coefficient is between 0.80 and 0.90, so it has good reliability. The results presented above show

that the scale has good validity and reliability. Also, the results showed that all the items of the inventory were saturated significantly in the dimensions to which they belong. Also, the results revealed that the inventory had a high degree of internal consistency according to Cronbach's Alpha results.

1.1.4 Internal Consistency:

The internal consistency of the inventory means that there is a significant correlation between the dimensions and related questions. The internal consistency was tested by calculating the correlation between the score given to each statement and the whole score given to the dimensions under which this statement is categorized. Besides, the correlation between the scores was given to each of the six dimensions (visual, Kinesthetic, Auditory, Verbal, Independent, and Collaborative), and the total score of the inventory was calculated. Below is a given a detailed description of the correlations between the total score of each dimension and related question.

Table (2)

The correlation between the "Auditory" dimension and related statements

No.	Satement	Correlation Value	Sig.Level
1	I learn best when I hear	0.500	0.01
2	Spell them out loud	0.319	0.01
3	Use rhymes	0.275	0.05
4	Listening	0.544	0.01
5	Music room	0.546	0.01
6	I like to count numbers out loud	.0281	0.05
7	Using sound and music	0.546	0.01
8	Listen to music	0.354	0.01
9	Listen to others	0.439	0.01
10	Talk with lots of expression.	0.281	0.05
11	Tell him the directions	0.448	0.01
12	The Listen and point game	0.336	0.01
13	Can you say fizzy wizzy wa a bear	.0280	0.05

The above table shows that the correlation between the dimensions of auditory and the statement that belong to it are all significant at (0.01) level or significant a t (0.05) level

Table (3)

The correlation between the “Verbal” dimension and related statements

No.	Satement	Correlation Value	Sig.Level
1	I learn best when i talk	0.436	0.01
2	Make up short stories	0.386	0.01
3	Use description (story retelling)	0.250	0.05
4	Dramatic play center	0.280	0.01
5	Library	0.236	0.01
6	Tell the story of numbers	0.466	0.01
7	You prefer using words, both in speech and writing	0.255	0.05
8	It is better to act out a story	0.386	0.01
9	Start a conversation with others	0.255	0.01
10	Use puppet show	0.252	0.05
11	Give detailed description about the place	0.418	0.01
12	I like to play with word games , puzzles ,or crosswords	0.317	0.01
13.	Can you say fizzy wizzy wa a bear	0.491	0.01

The above table shows that the correlation between the dimensions of verbal and the statement that belong to it are all significant at (0.01) level or significant at (0.05) level

Table (4)

The correlation between the “Visual” dimension and related statements

No.	Statement	Correlation Value	Sig.Level
1	I learn best when I see	0.464	0.01
2	write and color the words	.0248	0.01
3	Use mind pictures (close eyes to recall the picture)	0.284	0.05
4	Art and writing	0.365	0.01
5	Art room	0.249	0.05
6	I like to draw the number line	0.515	0.01
7	you prefer Using pictures ,images, and spatial understanding	0.463	0.01
8	It is better to Watch T V	0.490	0.01
9	To keep occupied while waiting, I Look around, stare, or read.	0.347	0.01
10	Use a board, flashcards, or videos while they lecture.	0.482	0.01
11	Draw /write down the directions	0.248	0.05
12	The spot the differences	0.302	0.01
13.	Can you say fizzy wizzy wa a bear	0.471	0.01

The above table shows that the correlation between the dimensions of visual and the statement that belong to it are all significant at (0.01) level or significant at (0.05) level.

Table (5)

The correlation between the “kinesthetic” dimension and related statements

No.	Statement	Correlation Value	Sig.Level
1	I learn best when I do	0.281	0.05
2	Use plastic letters and magnetic boards	0.523	0.01
3	Use finger to write on the table or air	.0248	0.05
4	Blocks and puzzles	0.268	0.05
5	Garden	0.525	0.01
6	Use numbers cubes	0.385	0.01
7	You prefer using your body ,hands and sense of touch	0.411	0.01
8	Play outside	0.455	0.01
9	play with coins and keys in pockets	0.296	0.01
10	Use hands-on Activities	0.278	0.05
11	Go with him.	.0256	0.05
12	The bean bag toss game	0.270	0.05
13.	Can you say fizzy wizzy wa a bear	0.552	0.01

The above table shows that the correlation between the dimensions of Kinesthetic and the statement that belong to it are all significant at (0.01) level or significant at (0.05) level

Table (6)

The correlation between the “Collaborative” dimension and related statements

No.	Statement	Correlation Value	Sig.Level
13	In my team	0.842	0.01
14	With my friends	0.527	0.01
15	playing football	0.660	0.01
16	only vase / only two faces	0.639	0.01
17	Study with friends	0.550	0.01
18	I like to study in a noisy place	0.755	0.01
19	- Hide and seek	0.622	0.01
20	with my friends	0.795	0.01
21	More than 6 letters	.0717	.001

The above table shows that the correlation between the dimensions of Collaborative and the statement that belongs to it are all significant at (0.01) level.

Table (7)

The correlation between the “independent” dimension and related statements

No.	Statement	Correlation Value	Sig.Level
13	By myself	0.865	0.000
14	play by myself	0.540	0.000
15	Swimming	0.663	0.000
16	Vase and two faces	0.643	0.000
17	study alone	0.572	0.000
18	I like to study in a quiet place	0.756	0.000
19	Video games	0.661	0.000
20	Alone	0.764	0.000
21	Less than 6 letters	0.698	0.000

The above table shows that the correlation between dimensions of Independent and the statement that belong to it are all significant at (0.01) level.

Discussion:

Numerous inventories were established to assess the students learning styles. (Gregorc, 1979; Dunn&Dunn, 1979; Schmeck, 1982; Dunn, 1981) In these studies, they found a way of determining the learning styles of individuals and examining the behavior related to these styles. (GÜVEN& ÖZBEK, 2007). In this study, the inventory was developed to assess the learning styles of young learners. Besides, the validity and reliability analyses performed have shown that the following learning styles can be calculated with this inventory: Visual, Auditory, Kinesthetic, Verbal, Collaborative, and Independent

Furthermore, many learning styles have been suggested since 1940. The most well-known examples of learning styles are Gregorc, Dunn, and Kolb's learning styles, models. Each of these models illustrated different dimensions; cognitive, sensory, and psychological (Başibüyük, 2004). Heredity, educational background, conditional realities, age, and other factors also influence learner types. Besides, according to DeCapua & Wintegerst (2004), if a person prefers a specific learning style, his/her ability to learn in a particular situation often affects learning style formation. Therefore, the researcher developed a learning style inventory based on the criteria of accurate inventory, mentioned in the literature.

Study Implications:

The present study provides a measure that can be used to:

- 1-Design a training program based on learning styles
- 2-Identify the common the learning style that suits young learners
- 3-Raise teachers'awareness of their students' learning styles and try to adopt more effective learning strategies.
- 4-Help learners to identify their preferred way of learning which will affect their academic achievement
- 5- Help teachers in lowering the number of students who usually are Considered as unsuccessful, but in reality, they do not study according to their learning styles

Study Recommendations:

The researcher recommends studying the following:

- 1-The relationship between learners' gender and their learning styles
- 2-Identifying learning styles of learners among high-, medium ,and low- achievers
- 3- The relationship between learning styles and learning effectiveness
- 4- Learning style- shift, the change of the learners' learning styles from childhood to puberty
- 5- The relationship between the teacher's assumption of the learners' styles and their real ones

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Appendix

The final version of the Learning styles Inventory

for Young Learners

Name

How do I learn best?

1-I learn best when I...



1-See
5-DO

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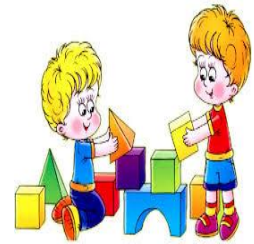
2- Hear

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4- Talk

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2-when learning words I like to:

- 1-use plastic letters and magnetic boards
- 2-write and color the words
- 3-- Spell them out loud



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4- Make up short stories

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3-when memorizing,

- 1-Use finger to write on the table or air
- 2-Use mind pictures (close eyes to recall the picture)
- 3-Use rhymes
- 4- Use description (story retelling)



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4-My favorite free choice center is...

- 1- Art and writing 2- Listening 3- Blocks and puzzles 4- Dramatic play center



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5-My favorite place at school is

- 1- Library 2- Music room 3- Garden 4- Art room

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6-I like to

- 1-Count numbers out loud 2-Draw the number line
4-Use numbers cubes 3- Tell the story of numbers



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7-you prefer...

- 1- Using pictures ,images, and spatial understanding
- 2- Using sound and music
- 3- You prefer using words, both in speech and writing
- 4- You prefer using your body ,hands and sense of touch

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8-It is better

to....



- 1- Watch T V
- 2- Listen to music
- 3- Play outside
- 4- Act out a story



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- 9- To keep occupied while waiting, I:
- 1- Look around, stare, or read.
 - 2- Listen to others.
 - 3- play with coins and keys in pockets
 - 3- Start a conversation with others



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- 10- You prefer teacher who...

- 1- Use a board, flashcards, or videos while they lecture.
- 2- -Talk with lots of expression.
- 3- Use hands-on Activities
- 4- -Use puppet show



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11- You are helping someone who wants to go to the school garden. You would:

- 1-Go with him.
- 2-Tell him the directions
- 3- Draw /write down the directions
- 4-Give detailed description about the Place



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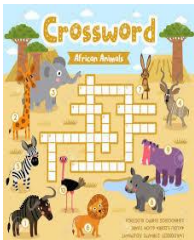
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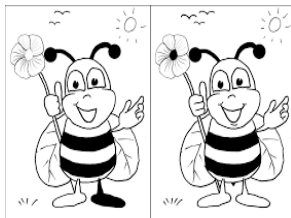
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12- I like to play with ...

- 1- word games , puzzles ,or crosswords
- 2- the bean bag toss game
- 3- the spot the differences
- 4- the Listen and point game



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13-like to do my work....

1-By myself

2-In my team



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14- At the



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garden I play..

1-With my friends

2- play by myself



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15-I like ..

1- swimming

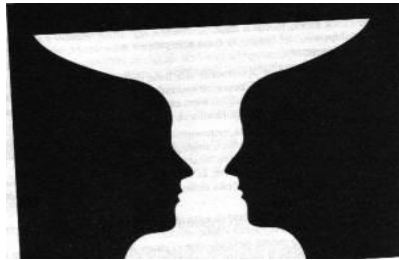


2- playing foot



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16-What can you see in



this picture?

1-only vase 2- Two
3- Vase and two faces

faces

1 () 2 () 3 ()

17-I like to..

1-study alone

2 – Study with friends



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18- I like to study in a quiet place

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19- I like to play..

1- Video games



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2- Hide and seek

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20-

I like to sing

- 1- Alone
- 2- with my friends



21-Can you say

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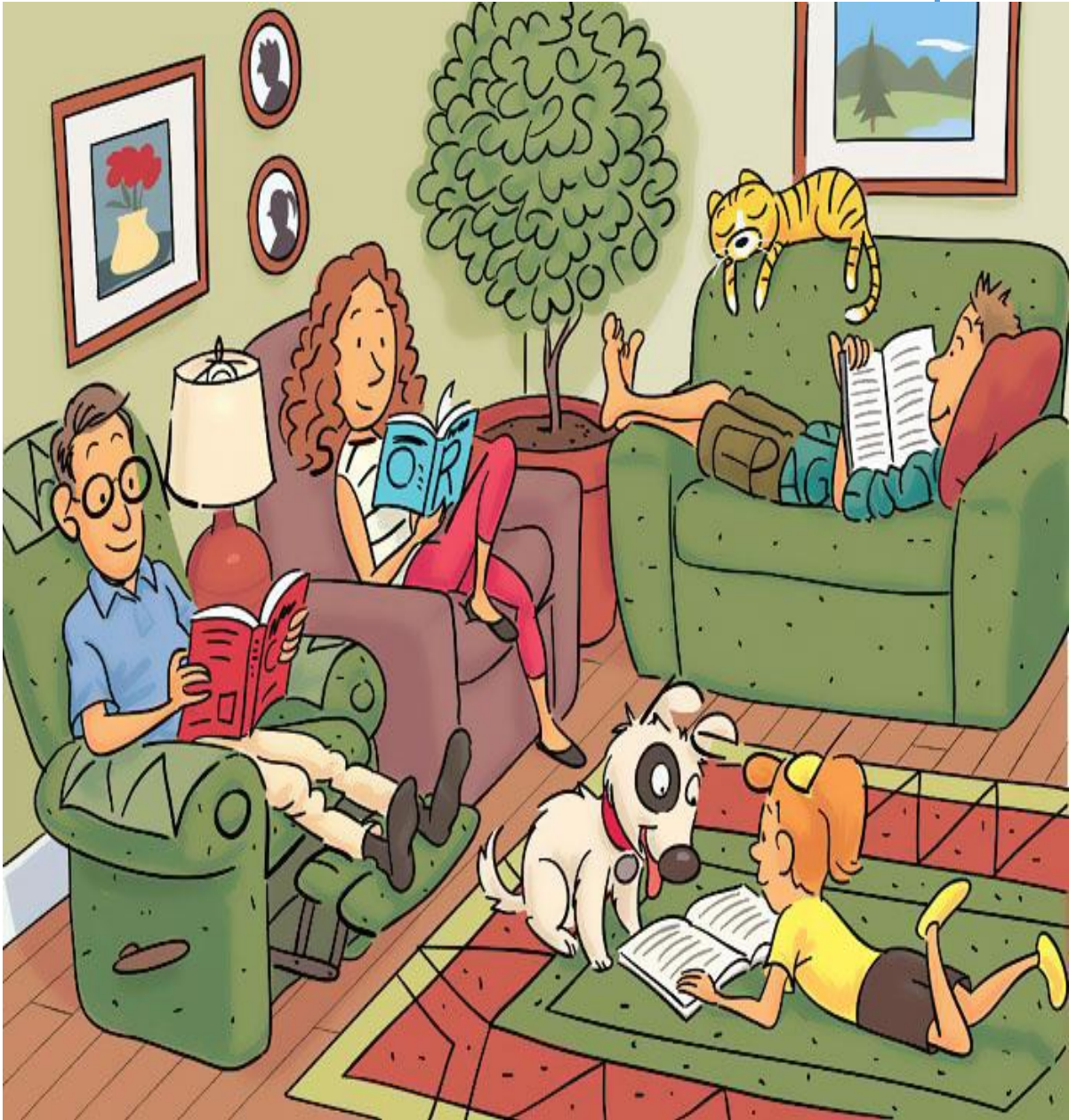


Fuzzy Wuzzy

Fuzzy Wuzzy was a bear.
 Fuzzy Wuzzy had no hair.
 Fuzzy Wuzzy
 wasn't very fuzzy,
 was he?



22- Find the letters



Learning style inventory

Scoring Guide

Question	00Answer	Learning Style
1-	1-	Visual
	2-	Auditory
	3-	Verbal
	4-	Kinesthetic
2-	1-	Kinesthetic
	2-	visual
	3-	Verbal
	4-	Auditory
3-	1-	Kinesthetic
	2-	Visual
	3-	Auditory
	4-	Verbal
4-	1-	Visual
	2-	Auditory
	3-	Kinesthetic
	4-	Verbal
5-	1-	Auditory
	2-	Visual
	3-	Verbal
	4-	Kinesthetic

6-	1-	Auditory
	2-	Visual
	3-	Verbal
	4-	Kinesthetic
7-	1-	Visual
	2-	Auditory
	3-	Verbal
	4-	Kinesthetic
8-	1-	Visual
	2-	Auditory
	3-	Kinesthetic
	4-	Verbal
9-	1-	Visual
	2-	Auditory
	3-	Kinesthetic
	4-	Verbal
10-	1-	Visual
	2-	Auditory
	3-	Kinesthetic
	4-	Verbal
11-	1-	Kinesthetic

	2-	Auditory
	3-	Visual
	4-	Verbal
12-	1-	Verbal
	2-	Kinesthetic
	3-	Visual
	4-	Auditory
13-	1-	Independent
	2-	Collaborative
14-	1-	collaborative
	2-	Independent
15-	1-	Independent
	2-	collaborative
16-	1-	Independent
	2-	collaborative
17-	1-	Independent
	2-	collaborative
18-	1-	Independent
	2-	collaborative
19-	1-	Independent
	2-	collaborative

20-	1-	Independent
	2-	collaborative
21-	1-	Verbal
	2-	Visual/ Kinesthetic
22-	1-	Independent
	2-	Collaborative

مستخلص الدراسة :

تعد أساليب التعلم واحده من أهم المفاهيم التي طرقت بحثاً في تدريس اللغة الإنجليزية للمتعلين الصغار، حيث وجد أن تحديد نمط التعلم له جُل الأثر في التحصيل الدراسي للمتعلين بصفة خاصة وتنمية اتجاهاتهم بشكل عام في كافة مناحي الحياة . وعليه ، فإن إدراك المتعلمين الصغار لأساليب التعلم سوف يعود عليهم بالنفع عند دمجهم في عملية التعلم الخاصة بهم . وبهذا تمتاز عملية التعلم بالسلاسة وسرعة الأداء و بالتالي، فائدة أكبر للمتعلم . ولذلك ، هدفت الدراسة إلي تصميم مقياس لأساليب التعلم لدي المتعلمين الصغار، يتمتع بدرجة مقبوبة من الصدق والثبات . وقد تشكلت عينة الدراسة من (80) طالباً وطالبة ملتحقون بمدرسة عزه زيدان التجريبية في محافظة الفيوم بجمهورية مصر العربية . وقد تم التحقق من صدق المحتوي من خلال مجموعة من الخبراء في مجال المناهج وطرق التدريس اللغة الانجليزية . وكذلك ، استخدم اختبار ألفا كرونباخ لتحديد ثبات المقياس ككل، ولتحديد الإتساق الداخلي للمقياس تم حساب معامل ألفا للمكونات الفرعية والعبارات الملحقة بيها . وأظهرت النتائج إلي أنه تم قبول "مقياس أساليب التعلم " كأداة قياس تتمتع بالصدق والثبات.

الكلمات المفتاحية :أساليب التعلم ، مقياس ، متعلمين صغار