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Learning Modalities: Significance And Application

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LEARNING MODALITIES: SIGNIFICANCE AND APPLICATION

A SENIOR HONORS THESIS SUBMITTED TO THE DEPARTMENT OF INTERNATIONAL PROGRAMS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS TO GRADUATE WITH HONORS

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ABSTRACT

People are unique in many ways, including the way they learn. Teachers who teach through modality strengths take advantage of individual learning styles to increase the rate of learning by providing information through the most effective channel for each student. The three learning modality strengths are visual, auditory and kinesthetic. These modality strengths are identified, defined, discussed and applied in this thesis project. The essence of the written portion is provided in the sections that identify, define, and discuss learning modalities including strengths and weaknesses, and suggestions for incorporation into classrooms. The course outline illustrates a significant portion of the thesis project through practical application during fifteen weeks of instruction. The author addressed each learning modality strength through conscious presentation of material in varied formats.
INTRODUCTION

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer: Let him step to the music which he hears, however measured or far away.

Henry David Thoreau

Teachers know on some level that their students learn in different ways. How someone learns best is influenced by sociological, psychological, and physical factors. Some students learn better when they work with their peers and some prefer to work alone. At the same time, some of these students process information intuitively and some require a logical, sequential presentation for absolute understanding. In addition, some students depend on one particular sense -- vision, hearing, or touch -- for accessing and processing information. The students who learn primarily by visualizing and retaining a mental image are visual learners; those who learn best by hearing and verbal repetition are auditory learners; and those who learn best by doing, by relating ideas to movement, are kinesthetic learners. This thesis examines the learning modalities that relate to the physical factors that influence how students learn best. This thesis acknowledges that all students have the capacity to learn, and attempts to answer the question of whether a teacher's basic knowledge of learning modality styles is part of the pathway to better teaching and therefore to better learning facilitation.

During the past century instructional techniques were developed to address the popular understanding that schools had one primary purpose: "to teach the basics and instill good working habits adaptable to the industrial age" (AASA 3). Standardized curricula was developed in an effort to prepare students for the job market. Teachers under this system used similar pedagogical methods that followed a linear course. They did not allow for differences in the ways students learn; "and too often its structure blames students when they fail to respond to the one best system" (AASA 3). Visual learners listened to endless lectures with little or no visual stimulation and struggled to understand
the material presented. Auditory learners heard the lectures but were not encouraged to learn them by repeating them out loud. Kinesthetic learners were expected to sit still and absorb the material through sight and sound. Many of these students passed the courses but failed to learn; and some of them failed the courses and learned only that they were not good enough to succeed in a system that only acknowledged visual and auditory learning styles.

As teachers learn more about different learning styles, they can develop the capacity to ensure that all students have the opportunity to learn to the best of their abilities and to "gain at least the essential knowledge, skills, and attitudes necessary for success" (Guild v). Students in the classroom have "different strengths and talents which must be nurtured in order to produce the high standard of performance needed" (AASA 5). These differences relate to modality strengths, not to intelligence. Cognition is feasible for most students, however, the key to individual learning style lies within the student. The message to teachers is important and not difficult: to recognize the different drummers in their classrooms and to have confidence in their ability to march to whatever kind of music they hear.

BACKGROUND

Consideration of individual learning styles is not new. "As early as 334 B.C., Aristotle said that 'each child possessed specific talents and skills and discussed the concept of individual differences in young children'" (Reiff 7). He seemed to understand what many teachers know today: children learn in different ways. Later, the Greek physician Hippocrates classified temperaments as "sanguine, choleric, melancholy, and phlegmatic" (Guild 11). This conception "foreshadowed much of the work on personality types done during the past 50 years" (Cornett 7). Still later, around 1900, German psychologists began investigating cognitive styles. They proposed several personality theories and classifications for individual differences, based primarily on the "relationship between
memory and visual or oral instructional methods" (Reiff 7). This may have been an early attempt at relating teaching styles to learning styles.

Formal psychology was developed early in the 20th century by Sigmund Freud. In 1921, Carl Jung, who had worked with Freud but separated from him because of ideological differences, began studying his own interpretation of "psychological types" (Claxton 3), which foreshadowed other studies. In 1945, a psychologist named Viktor Lowenfeld "reported a distinction between visual and haptic types, with the former experiencing the world primarily through vision and the latter primarily through touch" (Guild 12). He said that 25% of people were haptic types, experiencing the world through touch and kinesthesis. This was the beginning of studying modality strengths as a basic for learning.

In time, research in learning styles declined "due to the emphasis on the student's IQ and academic achievement" (Reiff 7). Although a corollary between a high IQ score and good academic achievement was easily proven, "it could not be proven that it was better to have a certain perceptual sensitivity" (Claxton 4). The scientific need to prove all theories caused the breakdown in research, which was not picked up again until the early 1970's. In addition, there was a general lack of communication between psychologists and educators so that research in both areas did not often come together.

In today's world of increased communication and access to information, educators are able to combine their ideas with the ideas of psychologists and other scientists to better understand the student. Even during a time of increased specialization there are potential ways to utilize diverse ideas and "many educators are attempting to apply the results within the classroom" (Reiff 7). Proponents of the practice of teaching to learning modality strengths agree with Rita Dunn, Director of the Center for the Study of Learning and Teaching Styles, St. John's University, New York, who says, "The research shows that every single time you use learning styles, children learn better, they achieve better, they like
school better" (O'Neil 7). This is strong affirmation of a theory that makes sense on an intellectual level as well as an intuitive one.

OVERVIEW

Teachers are occasionally frustrated when the same assignment does not teach all students equally well. Some students will comprehend the assignment easily and others will not. Is this the fault of the assignments, the teachers, or the students? The fault lies in a combination of the three: the assignments if they are part of a one-dimensional series of assignments that address primarily one style of learning; the teachers if they always teach in their own comfort zones and do not vary their teaching styles; and the students if they are unaware of their learning style and do not learn to compensate. Studies have shown that everyone learns differently. A key factor to consider is that people have their own dominant learning modality style. "Style is at the core of what it means to be a person. It is an old concept that has been explored for centuries, but recently infused with new energy and direction" (Guild viii). Students and teachers are complex beings. Understanding why one assignment teaches and another does not, is not a simple process.

One area to explore is the area of learning styles, or modality strengths. Students may be less successful academically because they are being taught continually with a style that does not match their dominant modality strength. By understanding that each person learns in a different fashion, teachers can vary their lessons to acknowledge each of the learning modalities. They can observe which students understand verbal instructions and which students require written or visual instructions; and then determine when students don't grasp either of those methods and present a hands-on experience to make the lesson clearer. Teachers can help students learn how they learn. By understanding their own personal learning style, students can modify their approaches to include other modalities in addition to their primary one. Unquestionably, the responsibility falls on the teacher both
for planning varied lessons and assisting students in learning their personal styles. This practice will aid both students and teachers in a number of ways.

First of all, teachers will be more accommodating to the different modality strengths when they recognize that students are individual in how they process information most effectively. This will help the students because the teachers can augment their teaching style to include all three modality strengths. It will help the teachers understand why their teaching style may not always reach all of the students. In addition, when teachers identify their own learning style they will be able to recognize students with a similar style as well as those with a different one. Although they may more easily relate to students with a similar style, they will also be able to better understand those students who learn differently. At the very least, they will be able to appreciate both as distinct but equal.

Secondly, educators have shown that teachers who consider individual learning differences and welcome them enable students to be more self-accepting and positive. Students who have continually struggled with learning sometimes become apathetic and unwilling to try. Their self-esteem can be low. Teachers who understand and accept all learning modality strengths can better motivate these students to learn which leads to a more positive experience for all. Teachers can teach to the modality strength of the students, not to their weakness.

Thirdly, teachers who plan lessons with learning styles in mind will often use a greater variety of lessons instead of continually planning similar learning experiences. This does not imply that they should plan individual lessons for each student, but rather that teachers should incorporate all learning modality strengths in their lessons. "By offering a balance of instructional methods...all students, regardless of their preferential learning style, will have access to the instructional program and, more importantly, a better opportunity for academic success" (Bottroff-Hawes 42). Incorporating visual, auditory, and kinesthetic experiences reaches more of the students more of the time. Additional consideration when
planning can enable teachers to be creative as they search for appropriate strategies to address the different styles.

Finally, teachers who understand learning styles have a valuable tool for better communication with students. The "hard to reach and hard to teach" (Bottroff-Hawes 41) group of primarily visual and kinesthetic learners will be addressed through instructional activities that are less focused on auditory presentations. When individual differences are carefully considered and acted upon through planning and teaching, teachers and students have a better understanding of each other.

Research has shown that the teaching process as well as the learning process are greatly enhanced when teachers and students understand learning styles. Although there is promise in this concept, there are problems with its implementation. One obstacle has been that research in the field has been criticized as invalid. Some of the objections raised are:

1. Many studies in the learning styles literature have been conducted by graduate students preparing for their PH.D. theses under the direction of faculty members with a vested interest in substantiating a particular learning style conceptualization.

2. A recurrent design problem, when comparison groups are selected on the basis of extreme scores, is the potential for statistical regression toward the mean, which subsequently biases interpretation of results.

3. Few of these studies estimate the reactive effects of pretesting for learning style, which may sensitize students to experimental instructional conditions.

4. Students may also be reacting to the experimental arrangement instead of to the experimental variable. (Curry 54)

The first criticism is interesting, but strange. Why would research by graduate students for doctoral theses be considered to be tainted by directors with vested interests? Rita Dunn suggests that "In well-designed and conducted doctoral dissertations, a team of
people examine each facet of the investigation" (Dunn16). Surely such careful scrutiny would lead to fewer errors under these circumstances than when individual authors investigate and write on the subject.

The second objection assumes that researchers have selected groups based on extreme scores that produced biased results. Certainly, this is a potential problem whenever research is conducted. However, to assume that an entire field is subject to such practices leads to unfair criticism.

The third and fourth objections argue that students may be predisposed to making the experiment work through pretesting and changes in instruction (the experimental arrangement). Again, why is this negative? When the studies conducted show that the students have improved in some manner, this is positive. To throw out the conclusions based solely on the hypothetical assumption that the students were somehow manipulated to effect the outcome while at the same time accepting that there was a change, is incongruous. The end result is that the students learn how to learn better. This is reason enough to try the suggestions. The search here is not to find ONE right way to teach. It is to find a way to enhance what teachers are already doing.

A secondary problem for teachers considering implementing learning style theory is that even though they are intrigued by the idea of learning styles many do not have the support of administrators to spend time and money investigating the concept. There is often an "emphasis on the traditional disciplines where the study of teaching and learning is not a major concern" (Claxton 1). This attitude ignores the promise that understanding learning styles can lead to better teaching. Teachers who think more clearly about how best to include all of their students in the learning experience recognize that what students learn is "directly related to how the material is presented" (Guild 61). Teachers who teach to the style of their students are directly accountable to the learning the students demonstrate. "If students don't learn the way we teach them, then we will teach them the
way they learn" (Marshall 62), is the hypothesis of some concerned educators. Coincidentally, this appeal is the basis for this thesis.

THE LEARNING MODALITIES

A learning modality is the sensory channel through which an individual receives and stores information. "Some researchers believe that modality sensitivity is a preference--something a person expresses a desire for. Others believe modality channels are strengths, which when used produce more success" (Guild 64). For the purposes of this thesis, modalities are defined as the individual strengths that lead to better understanding and therefore to enhanced learning. The impact of recognizing different modality strengths leads to the understanding that, "although we all have the same set of systems, including our senses and basic emotions, they are integrated differently in each and every brain" (Caine 69). Understanding these differences is not an isolated movement in education, but rather "an approach from which all education will ultimately benefit" (Caine 70). The three learning modality strengths addressed are visual, auditory, and kinesthetic and refer respectively to sight, hearing, and touch/movement.

"Because these three processes are the essence of learning itself, the modalities can be called the keys to learning" (Barbe 1). This is not intended to imply that students learn from only one modality. Certainly, many students use all three modalities to learn; however, "some students may have unusual strengths and weaknesses in particular modalities" (Reiff 17). The modality that most efficiently leads to processing information is that individual's dominant modality. Students often have a secondary modality that they can rely upon when necessary; it complements the primary modality. In addition, some students have mixed modalities where no single modality is clearly dominant. These students are able to process information in different modalities with equal efficiency. This paper addresses students with a strong primary modality.
When students with a dominant modality strength fail to grasp a concept the first time it is presented, the lesson needs to be offered in a different format. For example, when students are strong visual learners, they may be frustrated if the instructions are strictly verbal. They will be better served if the instructions are also written on the board, or given in written form as a handout. Similarly, the strong auditory learners will need to hear the instructions. The learners whose strengths are kinesthetic will need to manipulate the instructions in some fashion, perhaps by copying them from the board. Often the modalities are naturally mixed in instructional activities: visual and physical skills are joined in many art projects; and all three skills are combined in dramatics.

A study by Barbe and Malone in 1979 suggests that in any given classroom, "the students would be approximately 25-30% visual, 25-30% auditory, 15% tactile/kinesthetic, and 25-30% with mixed modalities" (Reiff 17). In other words, only 30% of the students in a classroom will be able to remember by what they see, 30% by what they hear, 15% by what they touch, and the remaining 25% or so won't be affected by a single teaching style. This indicates that three-fourths of the class requires varied instructional methods.

The figures above show that the smallest percentage of learners will be kinesthetic. Current teaching methods that emphasize the visual and auditory learner may cause the kinesthetic learners to lag behind the rest of the class as they struggle to understand the lesson. "Once this happens students begin to lose confidence in themselves and resent school because of repeated failure. One of the key reasons children have trouble with school is that they tend to be tactile/kinesthetic learners" (Reiff 17). Inclusion of hands-on learning activities allows these students to access the information as completely as the others. This does not suggest that students be labeled as specific types of learners, but merely suggests that all three learning modality strengths be included in the instruction in an effort to provide equal opportunities to learn.

Beware of labeling students as exclusively verbal, auditory, or kinesthetic learners. Possessing strength in one of these areas does not preclude students from learning in any
other mode. Many students have strengths in more than one area. Recognition of
dominant learning modality strengths is best used to intervene when the students are having
trouble learning and by augmenting lesson plans to include more than one learning style.
The students are expected to master the same learning objectives, they just learn the
information through their own modality strengths. "The goal of education must be to help
every child achieve to the limit of his or her ability"(Barbe viii). Unraveling the mystery of
how students learn best is what teaching is all about.

THE VISUAL MODALITY

The visual modality refers to the students who learn best when material is presented
visually. "In this modality external sight information is transmitted by the eye and optic
nerve to the brain for processing, storage and retrieval"(Bartz 8). These students need to
see written words, pictures of something being discussed, time lines for historical facts, and
assignments in written form. In the classroom, visual aids are particularly effective,
especially when introducing new material. Pictures, posters, diagrams, charts,
demonstrations, outlines written on the chalkboard or handed out to the students, materials
displayed on overhead projectors, written homework assignments, and even books are
useful tools for the visual learner.

The identifying question asked by a visual learner is, "Can you show me what
you're talking about?" As young children they will ask to see the pictures in the books they
are being read. As they learn to read themselves, they will understand faster by picture
association than by phonics, an auditory technique. They will "be very attuned to all of the
physical things in the classroom and will appreciate a pleasant and orderly physical
environment"(Guild 63). Their personal area will be organized. Visual learners are the
students who:

1. enjoy books and pictures;
2. find items other students lose;
3. catch typographical errors;
4. notice details;
5. like to work puzzles;
6. use balance and good spacial arrangement (perspective at a higher level) in their drawings and paintings; and
7. have a good sight vocabulary. (Bartz 10-11)

Visual learners are fortunate because these are the materials found most often in a classroom, and most tests use a visual, written, format. Visual learners learn by seeing. They will appreciate tutorials on a computer that show them how the computer operates. Social studies materials will be greatly enhanced by pictures. Poetry can be assessed if the students are encouraged to visualize what is happening in the poem. Mathematical concepts will be understood when put in a visual form. Visual students can be given a "short assignment to read to introduce new and difficult material" (Dunn 28). Key words and outlines can be written on the chalkboard and even illustrated with stick figures, or students can draw their own. They appreciate visual signs of approval and written comments on their work.

When studying, it is beneficial for these students to form pictures in their mind that connect to the material. They should be encouraged to link concepts and situations with pictorial images. Visual discrimination is the "ability to differentiate likenesses and differences in objects" (Bartz 8). Visual discrimination of shape, pattern, size, and position, is essential to the reading process. Visual sequencing is "the ability to understand the ordering of visual materials in meaningful sequences" (Bartz 8). When students can recognize and reproduce materials in the correct order their spelling and reading skills will increase. Visual learners may wish to make written flash cards and copy their notes in outline form.

Some additional strategies suggested for teachers working with visual learners are to:

1. use visual media for presentations;
2. use demonstrations;
3. use color coding to provide visual clues to learning activities;
4. provide graphs, charts, pictures;
5. play matching games;
6. use realia (concrete items) when teaching;
7. use clues for directionality;
8. provide completed samples of craft activities;
9. outline or box important items;
10. reduce glare on written materials (sunlight through windows and reflections on chalkboard);
11. allow student to verbalize whenever possible; and
12. provide verbal descriptions of visual configurations, thus directing the student's attention to salient form characteristics); and
13. use audio-visual materials. (Bartz 12-13)

Teachers who utilize these suggestions, as well as the ideas they create on their own, will encourage their visual learners to utilize their primary modality strength.

THE AUDITORY MODALITY

The auditory modality pertains to students who "use their voices and their ears as the primary mode for learning"(Guild 63). In the auditory modality "external sound information is transmitted by the ear and auditory nerve to the brain for processing, storage and retrieval"(Bartz 2). These students need oral descriptions and oral instructions. Auditory learners process information first and foremost through what they hear and what they themselves express verbally. In the classroom they appreciate lectures, class discussions, audio materials, and storytelling. They are easily distracted by noisy environments because they try to pay attention to all the sounds around them, but they "will often interrupt a quiet moment by talking because they find the silence itself disturbing"(Guild 63). Sound is important to the auditory student.

Auditory learners can be identified by the comment, "Please tell me what I'm looking at"(Guild 63) When they understand a concept they may say that "sounds" right. When they don't understand something they will want to "talk" the idea over. They have an "overwhelming need to verbalize everything--to hear it before [they] can learn it" (Petreshene 52). They would often rather talk than work. Auditory learners are the students who:

1. talk to themselves frequently or read aloud;
2. tell stories interestingly;
3. sing well and remember words and tunes;
4. have a broad speaking vocabulary;
5. play with words;
6. have verbal excuses for any misbehavior;
7. like poems, riddles and jokes, and can remember and retell them;
8. can follow verbal directions;
9. can remember names of people, things, and places;
10. respond to a phonetic reading program. (Bartz 5)

Auditory learners are fortunate because their modality strength has traditionally been utilized in classes through lectures and teachers who teach through discussions. They remember instructions given orally and appreciate a teacher who will take time to explain something verbally to them. They will learn how to use a computer if they can talk about the process with a second party. Social studies and poetry are easily assessed when they are spoken out loud in lectures or discussions. Mathematical concepts can be understood from oral explanations and demonstrations. Auditory learners should hear explanations first and then read materials that reinforce them. They value teachers who praise them orally. They work well with other students and "should be encouraged to assume tutorial duties or to team with a visual learner"(Bartz 2). They often excel in learning foreign languages and other subjects that depend on good auditory distinction.

When studying auditory students will be helped if they read the material out loud so that they hear the material in their own voice. At the least, they should be encouraged to move their lips when reading so they can sound out the words. They learn to spell words by repeating the sound sequence to themselves, usually through auditory sequencing, which is "the ability to understand the ordering of verbal stimuli into meaningful sequence"(Bartz 2). Through auditory discrimination, which is being able to distinguish one sound from another, auditory students acquire, understand, and use spoken language. They may wish to make auditory "flash cards" with the necessary information recorded on an audio cassette. Sometimes "listening to the audio materials with the eyes closed is the best learning method"(Bartz 2).
Some additional strategies suggested for working with auditory learners are to:

1. remove auditory distractions, control background noise;
2. talk directly to students; regulate rate of speech;
3. repeat, using same words;
4. be sure to get auditory attention before presenting a task;
5. provide clues to what to listen for during lectures;
6. furnish opportunities for students to give verbal feedback instead of written;
7. allow ample time for responses;
8. use rhymes, jazz chants, and chorale readings during class;
9. use earphones/tape recorders, cassettes, cds, etc.;
10. provide opportunities to create and/or perform skits, plays, poems, and other verbal forms of communication;
11. reinforce pictures, objects, and/or demonstrations with verbal presentations; and
12. have students write from dictation. (Bartz 6)

Teachers can greatly assist their auditory learners when they use these suggestions as part of their teaching repertoire.

THE KINESTHETIC MODALITY

While the terms visual and auditory are somewhat self-explanatory, the definition of the term kinesthetic varies from source to source. For this paper, the kinesthetic modality refers to students who learn best when material is presented through movement, including both small and large muscles groups, and the sense of touch. These divisions could be treated individually, however, since they are rarely separated in actual practice, they are included under one heading: kinesthetic. "In this channel information is transmitted through the nerve endings, muscles, tendons, joints and bones to the brain for processing, storage and/or retrieval" (Bartz 14). These students need hands-on learning opportunities.

It is not surprising that "research during the past two decades verifies that many students who do no do well in school are tactual or kinesthetic learners" (Dunn 143). Kinesthetic learners have been short-changed in educational systems that emphasize learning through auditory and visual strengths from lectures and reading assignments. In
early grades the problem is not as great because younger students are often kinesthetic learners. Kindergarten classrooms are designed to give children many opportunities to use hands-on experience to learn. As they grow older, some students develop visual or auditory strengths that enable them to learn in traditional classrooms. When they do not, they may be classified as the learners with a strong kinesthetic modality.

One way to identify kinesthetic learners is that they will probably talk about something "feeling" right. "One very bright kinesthetic adult said that when she learned a new word she wrote it first with a pencil, then a pen, next with a crayon, and finally with a piece of chalk. Then when she wrote the word later, she could tell if it 'felt' right"(Barbe 69). Kinesthetic learners will "handle everything in sight"(Petreshene 52). The tactile process leads to understanding and remembrance. Kinesthetic learners are the students who:

1. thumb buddies on the back in friendship, nudge friends in fun;
2. take gadgets apart and put them back together again;
3. or touch everything they walk past or stand near;
4. use hand gestures and facial expressions when talking; and
5. fidget when required to sit for long periods of time. (Bartz 17)

Kinesthetic learning can be encouraged most directly through physical involvement in an activity. Kinesthetic students want to "act out a situation, to make a product, to do a project, and in general to be busy with their learning"(Guild 64). Through using their sense of touch and movement they understand and remember the concept being taught. When they "write on the chalkboard, count on their fingers, point with two fingers, or draw imaginary letters in the air, they are directly experiencing physical involvement"(Barbe 65). Kinesthetic learners learn through doing. They learn how to use a computer by actually manipulating the keys. Simulated experiences teach them social studies. Poetry comes alive to them when they can act out the thoughts expressed. Mathematical concepts are easily grasped when they use hands-on materials to manipulate the process. Kinesthetic learners should be encouraged whenever possible to "walk back and forth while they are
reading" (Dunn 28). When they are forced to sit still for long periods of time, "they fidget and are often labeled as behavior problems" (Guild 64). How unfortunate that a negative label can sometimes be the primary means of identifying a modality strength.

Working in small groups and peer coaching helps kinesthetic learners stay focused. Movement around the classroom doing constructive things such as passing out papers allows them to be physically involved. Additional activities include creative dramatics, role-playing, using rhythm, craft or construction projects, collecting and organizing materials, physical activities, and using manipulatives. Because it is often difficult for them to sit still for long periods of time, an additional learning activity is the field trip. These students appreciate, quite literally, "a pat on the back." During studying, it is beneficial for kinesthetic students to write their notes and to break the study time into short periods.

Some additional strategies suggested for teachers working with kinesthetic learners are to:

1. use tactile media;
2. present manipulatives;
3. use movement with cognitive approach;
4. provide writing practice including writing in the air; tracing numbers, letters, or words; and using different materials such as chalk, crayons, pencils, pens;
5. act out concepts;
6. provide opportunities to move through patterns, forms, etc.;
7. allow the students to express ideas verbally as well as manually;
8. encourage use of a typewriter/computer;
9. shorten work periods;
10. intersperse quiet and active times;
11. provide warm-up and calm-down times;
12. use concrete aids like guide cards for reading, clock or calendar for time, graph paper for math work and lettering, dough for making maps, etc.;
13. verbal and written directions should be clear and sequential;
14. provide alternatives within a given assignment (e.g., let the student substitute tearing for cutting in an art project);
15. assign roles related to group activities that provide status and a sense of participation (e.g., scorekeeper, bat boy, cheering squad); and
16. encourage use of typewriter/computer. (Bartz 18)
When teachers approach kinesthetic learners through these activities, they create an environment that encourages better learning.

APPLICATION

The question facing teachers who wish to address different learning styles is how to accommodate them in the classroom without creating a different lesson for each student, a seemingly impossible goal. This is not intended to suggest a "shotgun" approach where, "a barrage of multi-sensory information is directed toward a class in the hope that every student's learning strength will be hit by at least part of the lesson" (Barbe 57). This approach might work with students who have mixed modalities, but for those with dominant modalities it would be counter-productive and distract from the lesson.

In addition, the "cafeteria" approach where each lesson is taught three times, once in each learning modality, is not an ideal solution. In this scenario, what does the teacher do with the rest of the class that does not learn from the specific modality being addressed? "Auditory learners can tune out irrelevant aspects of the lesson, and visual learners will stare out the window. The kinesthetic learner, however, may fidget, hit the child in the next seat, drop books, and end up in the principal's office" (Barbe 57). The dilemma is that most of the class is ignored for two-thirds of the lesson.

The most important teaching strategy is a positive frame of mind. The key is knowing that modality strengths influence the selection of instructional activities, as well as cause the same lesson to be received differently by students with different modality strengths. Style theory does not provide new techniques for teachers to use when they teach, but instead provides an "approach to materials already being used" (Guild 75).

Through the process of creating "learner-friendly environments where... a concerted effort [is made] to arrange instruction so that it is meaningful for learners" (Hadley 67), teachers are able to emphasize all three learning modality strengths. Students will be challenged by using activities where they solve problems using all three modalities and that provide an
opportunity for every student to benefit from the instruction. After paying attention to the
students who do NOT learn through the presented material teachers can present the
material in another way, not just by repeating the words slower and louder.

Teachers need to examine their tendency to present material according to their own
predominate style. "The strong auditory teacher, for example, would recognize the
tendency to explain new concepts and skills verbally and strive to bring more visual
examples to the curriculum, and create more ways for the students to be physically
involved in learning"(Guild 66). From the perspective of the students, "evidence indicates
that learning about their own style increases their chances of succeeding in
courses"(Claxton 77). Teachers who help students to recognize their predominant
modality can also help students develop strategies to transfer materials from their secondary
modalities. When they see how other students tackle particular assignments, students can
add useful techniques to their repertoires. Knowing how to learn is a powerful tool that
can benefit them throughout their lives. Students are encouraged to be responsible for
their own learning. More importantly, "students learn that their ways are not better or
worse than those of their peers--they are simply different"(Hand 14). The teacher can be
both a weaver who carefully designs the classroom experience; and a mediator who guides
students to "select strategies, construct meaning, monitor understanding, assess strategy
use, organize and extend learning" (Hadley 67). When teachers design and guide the
learning experience with learning styles in mind, the students benefit. Uniform objectives
can be set while respecting individual approaches. Teachers who understand the different
learning styles and who base instructional decisions on this knowledge, will be able to make
good decisions about instruction based on cues from students.

Staff training sessions focused on individual differences in learning styles would
increase teacher understanding of the concept. Once understood, the philosophy could be
incorporated into the classroom when teachers: "observe the students; build on strengths;
help students to be flexible; have students think about their own thinking; offer choices;
and examine the curriculum" (Reiff 28). The different learning modalities can easily be accommodated in the classroom. Modality based instruction requires using a variety of instructional techniques and then offering alternative strategies when students fail to grasp the skill or concept. The way teachers present information has a bearing on how well students learn.

When teachers are flexible and use a variety of teaching styles they will, at the very least, have offered a meaningful learning experience for the students and demonstrated the positive benefits of "the use of multiple teaching strategies and using a variety of approaches to meet all modality strengths" (Reiff 20). The ongoing research in this field provides educators with the hope of a sounder knowledge base about learning styles in the future, "but the lack of that base currently should not preclude exploring ways to create richer and more instructionally diverse learning environments for all students" (AASA 49). Teachers who focus on the basic area of student modality strengths today can make a difference today.

A comprehensive team effort including administrative support, peer coaching, and staff development would be an ideal atmosphere in which to pursue the use of learning modalities in the classroom. Barring this, teachers who research and support the concept, are flexible and accommodating, and willing to try new approaches, will be successful in their attempts to include all three modalities in their classes. They will also help their students learn to the best of their abilities.

**CONCLUSION**

As stated in the introduction, both the teaching process and the learning process are greatly enhanced when teachers and students understand learning styles. When teaching is matched to student learning style it "promotes achievement and self-confidence" (O'Neil 5). This is reason enough to implement whatever "ideas and theories that we think have a reasonable chance of success" (Cornett 8). If teachers accept this premise, what can they
do? First, they should learn as much as they can about the concept of using students' learning styles as a basis for planning classes. Second, teachers should determine what predominant learning styles the students possess early in the class through observation and testing if they desire. Appendix A is a learning style inventory, short, easy to administer and score, that could be used to help identify modality strengths. This inventory is not intended to be the definitive testing method, but simply one tool to use in identifying strengths. Third, they should plan their lessons using a variety of modalities as often as possible to reach the different learning styles. By using a multi-sensory approach, teachers will appeal "to all types of learner preferences"(Hadley 65). Teaching strategies do not have to be completely redesigned. By using those strategies that make sense, a few at a time, teachers will gradually develop skills that respond to the learning styles of the students. Fourth, if, when they are teaching a concept, they notice that some students are not understanding it, they should try emphasizing a different modality through the "point of intervention"(Barbe 62). The point of intervention strategy requires that teachers change the mode of instruction instead of simply repeating, slower and louder, the same information in the same context. They can do this by adding visual clues to an auditory presentation and visa versa; by devising hands-on activities to demonstrate the concept; by placing the students in small groups where the activities are structured around the "learning strengths of the children, not the teacher"(Barbe 63); or by having the students work independently using self-instructional materials. Finally, they should share their experience with other teachers. In this manner, mentoring relationships can be created that will help each other implement strategies, develop new strategies, and understand the process. As the Twenty-First Century begins, both teaching and learning will be enhanced.

The teaching component of this project provided an excellent opportunity for testing the above recommendations. The class offered was a 15 week business language class developed for students in the Carroll College Intensive Language Institute. Step one, research and learning, was only partially completed when the class began. The ongoing
exploration led to additional implementations of ideas as the semester progressed. Step two, the testing part, was accomplished when the students from Russia and Korea were tested (using Appendix A) the second day of class. A determination was made that there were seven primarily visual learners and one primary auditory learner in the class. To implement step three, planning, an effort was made to include visual strategies wherever possible in the lesson plan, with auditory and kinesthetic strategies used as well to provide a multi-sensory learning experience. As the lessons progressed throughout the semester, step four, observation and intervention, was accomplished through watching the students carefully to ascertain that they learned the information. Observation, questioning, and assessment of homework, tests, and presentations provided opportunities to re-introduce materials in additional formats. In fact, for the most part, the students absorbed the information quickly and efficiently and point of intervention work was not required. This entire thesis project is an attempt to share the information and experience with other teachers as suggested in the final step above. It is hoped that additional opportunities will arise in the future for oral presentations of the material.

The dual structure of the thesis project provided and excellent learning opportunity for the author. Through actual application, several insights were gained. As expected, the visual students responded most favorably to exercises and activities that included visual stimulation, such as diagrams, pictures, charts. They did not respond well to the activities that required that they think out loud. They preferred to have an opportunity to write down what they would say, rather than speak extemporaneously. On the other hand, the auditory student responded most favorably when she was allowed to verbalize what she understood about the lesson, even if she did not have a chance to write it down first. One activity graphically demonstrated the difference in modality strengths. The students were divided into pairs and then one person described a photograph for the other person to draw. After they had finished, they were asked which was easier, describing or drawing. All five auditory learners said it was easier to describe the picture. Only the auditory
learner said it was easier to draw the picture. While at first this seemed backwards, upon further reflection it was decided that for the visual learners describing the picture, though oral, was a visual activity. For the auditory learner it was hearing the description that enabled her to create the visual form.

All of the students especially enjoyed the activities that included hands-on experience. As the semester progressed a component was added where they presented their drills using the language of meetings for the rest of the class. This encouraged them to expand further on the activity, to write down what they would say, and to be able to speak in front of the group. It combined visual, auditory, and kinesthetic experience into one exercise. These presentations were expanded into a final project because they were an excellent indication of comprehension.
APPENDIX A

Appendix A is a Learning Style Inventory found on the Internet (Jerry Cerny, jerry@pulua.hcc.hawaii.edu). It is fairly short, easy to administer and easy to score. The students willingly completed the inventory on the second day of class, after hearing the purpose explained. Of eight students who took the inventory, four were from Korea and four were from Russia. They understood the wording fairly easily and took less than ten minutes to complete the inventory. It was discovered that there were seven primarily visual learners and one primarily auditory learner.
APPENDIX A
LEARNING STYLE INVENTORY

Directions: To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style.

The 24 item survey is not timed. Answer each question as honestly as you can.

Place a check on the appropriate line after each statement:

1. Can remember more about a subject through the lecture method with information, explanations, and discussion. 

2. Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings. 

3. Like to write things down or to take notes for visual review. 

4. Prefer to use posters, models, or actual practice and some activities in class. 

5. Require explanations of diagrams, graphs, or visual directions. 

6. Enjoy working with my hands or making things. 

7. Am skillful with and enjoy developing and making graphs and charts. 

8. Can tell if sounds match when presented with pairs of sounds. 

9. Remember best by writing things down several times. 

10. Can understand and follow directions on maps.
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<thead>
<tr>
<th></th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>SELDOM</th>
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<tr>
<td>11. Do better at academic subjects by listening to lectures and tapes.</td>
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<td>12. Play with coins or keys in pockets.</td>
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<td>13. Learn to spell better by repeating the words out loud than by writing words on paper.</td>
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<td>14. Can better understand a news article by reading about it in the paper than by listening to the radio.</td>
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<td>15. Chew gum, smoke, or snack during studies.</td>
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<td>16. Feel the best to remember is to picture it in your head.</td>
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<td>17. Learn spelling by &quot;finger spelling&quot; words.</td>
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<td>18. Would rather listen to a good lecture or speech than read about the same material in a textbook.</td>
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<td>19. Am good at working and solving jigsaw puzzles and mazes.</td>
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<td>20. Grip objects in hands during learning period.</td>
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<td>21. Prefer listening to the news on the radio to reading about it in the newspaper.</td>
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<td>22. Obtain information on an interesting subject by reading relevant materials.</td>
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<td>23. Feel very comfortable touching others, hugging, handshaking, etc.</td>
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<td>24. Follow oral directions better than written ones.</td>
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SCORING PROCEDURES

DIRECTIONS:
Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1 point

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<th>Visual NO.</th>
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<th>Auditory NO.</th>
<th>Auditory Points</th>
<th>Tactile NO.</th>
<th>Tactile Points</th>
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</table>

VPS = _____  APS = _____  TPS = _____

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

If you are a VISUAL learner, they by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write out everything for frequent and quick visual review.

If you are an AUDITORY learner, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarizing it and recite it out loud.

If you are a TACTILE learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.
APPENDIX B

Appendix B is the course outline used as part of the teaching component of the thesis project. The class was two days per week, two hours per day. Eight students began the instruction, but two dropped the class, so there were six students for most of the semester: three from Korea and three from Russia. They were bright, articulate, excellent English speakers, who tried whatever was asked.

The learning style inventory indicated that there were five students who were primarily visual learners, and one student who was primarily auditory. Wherever possible copies of materials were provided so the visual learners could follow along with auditory presentations. The auditory learner was encouraged to read aloud often so that she could hear herself say the words. All students practiced the business language, both verbally and in written form, with oral presentations added later in the semester. Eyes, ears, hands, body: all were used to learn the language of business.

The course outline has been modified with the words "visual," "auditory," and "kinesthetic" to identify primary modalities addressed during the instruction. "Visual" notations refer to activities that included some physical form related to the topic that students could see: textbook, chalk board, graphs, charts, pictures, etc. "Auditory" notations include oral discussion by the teacher and/or the students. "Kinesthetic" notations refer to practical application of the topics, including movement.
APPENDIX B

SPECIAL TOPICS : BUSINESS

DEVELOPING CONVERSATION ABILITIES

IP189

CARROLL COLLEGE

Spring Semester, 1996
WEEK ONE: January 14 - 20, 1996

Assessment - No Classes

WEEK TWO: January 21 - 27, 1996

Let's Get Acquainted

MONDAY: Let's Get to Know Each Other
1. WELCOME. Introductions.
2. Class rules and Syllabus [VISUAL, AUDITORY]
   Rules:  a. Be on time
           b. Let me know if you will be absent. Call 443-4259 (before 9a.m. or leave a message) OR a
                  handwritten note. If neither, you will receive a zero for the day.
           c. Treat each other with respect.
           d. Honor our unique abilities and talents.
           e. Speak only English during this class.
           f. NO SMOKING except in designated areas.
3. Name Tags and Address Form [VISUAL, AUDITORY]
4. Handshakes - In America the handshake is often a form of greeting. Usually the handshake is firm. Shake hands
   (use your right hand) with everyone in the class and say your name. [KINESTHETIC, AUDITORY]
5. Introductions. [AUDITORY]
   Interview partner to find out: Name, Family, Hobbies, Something you want to do someday, 3 things you like, 3
   things you don't like. Introduce each other to class.
6. Goals. ["Priorities," Ur 62 and 163 as handout. VISUAL]
       ****BREAK****
   Share goals and priorities. [AUDITORY]
Let's Get to Know Your Home Town
7. Introduction : culture shapes who we are.
   Draw a picture of your country and your home town.
   Share pictures with class and tell us something about your country and the town where you live.[KINESTHETIC,
   AUDITORY]
8. Self-Directed Interviews. [AUDITORY]
   Write down 5 questions you are willing to answer about your home town and childhood. In pairs, exchange
   questions and ask each other.
9. Homework: a. bring something purple and something gold to class on Wednesday; [KINESTHETIC]
b. learn something about Carroll College that you did not know before. [USING PREDOMINANT MODALITY]

WEDNESDAY:

Let's Get to Know Carroll College
1. Introduction: Show book. [1995 Hilltopper.]
   Students show purple and gold items;
   Students share one new thing learned about Carroll College.
   [VISUAL, AUDITORY]
2. "Our Room" [Klippel 107 and 178 as handout.
   KINESTHETIC, AUDITORY]

Let's Get to Know Helena
3. Introduction: Helena - Capital of Montana. [AUDITORY]
4. Independent Record. [Individuals. KINESTHETIC]
   Find: Headline to a story you want to read;
   Movie you would like to see;
   Sports score for Carroll College
   Classified Ad for car to buy.
   *****BREAK*****
6. Share items from paper. [AUDITORY]
7. Learning Modality Survey - Introduction
   Survey [Individuals complete.]
8. Writing Storm - Topic "What is friendship"
   [Individuals, share with class. AUDITORY]
WEEK THREE: January 28 - February 3, 1996

Language of Meetings

This unit identifies, explains, and practices 10 key areas of language use which are particularly important in the language used in meetings.

MONDAY:
A. Weekend. [Class.]
B. Learning Styles: [Return inventories; discuss. VISUAL, AUDITORY]
C. Introduction to "General Language Points" [Goodale 9-10]
   "General Language Points" [VISUAL, AUDITORY]
D. Discuss cartoon. [Goodale 9. Class. VISUAL, AUDITORY]
   Look for 10 key areas of language use in cartoon.

Ten Key Areas of Language Use:
1. Using would [Goodale 10. Individuals, class. VISUAL, AUDITORY]
      Change sentences 1-8 to question form by adding "n't" to each one. Example: "That is too late." to "Is that too late?" to "Isn't that too late?" AUDITORY]
   4. Introductory phrases [Goodale 11. Class. VISUAL, AUDITORY]
   5. I'm afraid [Goodale 12. Pairs - take turns answering
      questions 1-8 using "I'm afraid." VISUAL, AUDITORY]
   "Qualities" [Klippel 60 and 61 as handout. Pairs; class consensus. VISUAL, AUDITORY]
   E. Homework: 8. Comparatives. [Goodale 14, numbers 1-9]

WEDNESDAY:
A. Review Homework. [Class.]
7. Not + Very + positive adjective [Goodale 13 - Individuals, Class. VISUAL, AUDITORY]
   Groups of four. Discuss sentences, share with whole class. AUDITORY]
B. "Adjectives and Nouns" [Ur, 1 and 2. Class (write words on board) VISUAL]
10. Stressed words [Goodale 15. Class. VISUAL, AUDITORY]
    Stressed auxiliaries [Goodale 15-16. Class. VISUAL, AUDITORY]
C. Review. [Goodale 16. Read paragraph out loud to class. Any questions? VISUAL, AUDITORY]
D. "Cutting Down Texts" [Ur 13 - Class. KINESTHETIC]
E. Collocations [Goodale 17. Pairs - discuss, report to class. Try
to fit each collocation into one of the example sentences which
follow. Correct in class. VISUAL, AUDITORY]
F. Review: Group Work. [Goodale 18. Pairs. Write dialogues,
present to class. VISUAL, KINESTHETIC, AUDITORY]
G. Homework - [Goodale 18. Discussion]
WEEK FOUR: February 4 - 10, 1996
Presenting an Argument

MONDAY:
1. Review and discuss Homework from Wednesday. [Goodale 18. Class.]
2. "Introduction to Units 2-11" [Goodale 5. Class. VISUAL, AUDITORY]
3. "Language Awareness" [Goodale 5. Class. VISUAL, AUDITORY.]
   "Language awareness" [Goodale 19. Pairs - write down on separate piece of paper, share with class. VISUAL, AUDITORY]
   "The Language and Notes" [Goodale 20-21. Class. VISUAL, AUDITORY]
5. "Check yourself" [Goodale 6. Class. VISUAL, AUDITORY]
   "Check yourself" [Goodale 22. Individuals.]
   ****BREAK****
6. "Check Yourself" [Class, review answers. VISUAL, AUDITORY]
   "Mini-Meeting 1" [Goodale 23. Pairs. VISUAL, KINESTHETIC, AUDITORY]
8. Introduce "Match and complete". [Goodale 7. Class.]
   "Match and complete 1". [Goodale 25. Individuals. VISUAL, AUDITORY.]
9. Homework: "Match and complete 3". [Goodale 26.]
   "Match and complete 4". [Goodale 26.]
   "Match and complete 5". [Goodale 27.]

WEDNESDAY:
1. Review Homework from Monday. [Goodale 26 and 27. Class.]
3. "Stem Sentences" [Klippel 18, 19 and 138 as handout. Individuals complete sentences, share with class. VISUAL, AUDITORY]
   ****BREAK****
4. Introduction to Discussion.[Goodale 7. Class. AUDITORY]
5. Discussion. [Goodale 28. Individuals, class. AUDITORY.]
6. Writing Storm: "My first job." [Individuals, class. AUDITORY]
WEEK FIVE: February 11 - 17, 1996

Opinions

MONDAY:  
1. **Introduction to Opinions.**  
"Language Awareness" [Goodale 29. Individuals. VISUAL, AUDITORY]  
   ****BREAK****  
5. "Social English 1. [Flower 16-17. Individuals, class. VISUAL, KINESTHETIC, AUDITORY]  
6. Match and Complete 1 and 2. [Goodale 35. Individuals. VISUAL, AUDITORY]  

WEDNESDAY:  
1. Collect Homework.  
2. TEST over pages 30 & 31. [Individuals.]  
3. "Valentine's Day. [Talk about holiday, read poems. Class. AUDITORY]  
   ****BREAK****  
"Match and complete 4". [Goodale 36. Pairs. VISUAL, AUDITORY]  
"Match and complete 5". [Goodale 37. Pairs. VISUAL, AUDITORY]  
7. Writing Storm. Topic: "Love" [Individuals, class. AUDITORY]  
8. Valentine's Day Treats and Valentines [Class.]  

REMINDER: Monday is President's Day - NO CLASSES.
WEEK SIX: February 18 - 24, 1996

Agreeing and Disagreeing

MONDAY:  *****NO CLASS - PRESIDENT'S DAY HOLIDAY*****

WEDNESDAY:

1. Return and discuss TEST. [Class.]
2. Introduction to Agreeing and Disagreeing.
   "Language Awareness" [Goodale 39. Pairs. VISUAL, AUDITORY.]

*****BREAK*****

5. Opposites. [Five words on board: foot, short, light, right, single.
   Class suggests opposites and agree or disagree with each other
   using phrases from textbook. VISUAL, AUDITORY]
7. "Match and complete 1". [Goodale 45. Pairs. VISUAL, AUDITORY]
   "Match and complete 2". [Goodale 45. Pairs. VISUAL, AUDITORY]
   Put correct phrases into sentences.]
WEEK SEVEN: February 25 - March 2, 1996

Interrupting

MONDAY:  
1. Collect Homework.  
2. Introduction to Interrupting.  
   "Language Awareness" [Goodale 49. Pairs. VISUAL, AUDITORY]  
4. "Check yourself" [Goodale 52. Individuals. VISUAL, AUDITORY]  
5. Interrupting the Story. [Ur 39. Class. AUDITORY]  
   ******BREAK*****  
7. Sentence Starters. [Ur 74-75. Class. AUDITORY]  
   "Match and complete 2". [Goodale 55. Pairs. VISUAL, AUDITORY]  
9. Homework. [NONE. TEST ON WEDNESDAY over Goodale, pages 50, 51, and 52]

WEDNESDAY:  
1. TEST over pages 50, 51, and 52. [Individuals.]  
2. My Neighbor's Cat. [Ur 54. Class. VISUAL, AUDITORY]  
4. Drawing Pairs. [Handout - pictures cut from a catalog. One partner draws, one describes. VISUAL, AUDITORY, KINESTHETIC]  
   ******BREAK*****  
5. "Match and complete 3". [Goodale 56. Pairs. VISUAL, AUDITORY]  
   "Match and complete 4". [Goodale 56. Pairs. VISUAL, AUDITORY]  
   "Match and complete 5". [Goodale 57. Pairs. VISUAL, AUDITORY]  
6. Choose the Adverb 1. [Flower 41. Individuals. VISUAL, AUDITORY]
WEEK EIGHT: March 3 - 9, 1996

Clarifying

MONDAY:
1. Return and Discuss Test.
2. Introduction to Clarifying.
   "Language Awareness" [Goodale 59. Class. VISUAL, AUDITORY]
3. "The Language and Notes" [Goodale 60-61. Class. VISUAL, AUDITORY]
   *****BREAK*****
    "Match and complete 2". [Goodale 65. Pairs. VISUAL, AUDITORY]
7. "Match the People". [Ur 50. Class. VISUAL, AUDITORY]
8. Homework. [NONE. TEST on Wednesday]

WEDNESDAY:
1. TEST over pages 60, 61, and 62. [Individuals.]
2. Mini-Meeting 2. [Goodale 64. Pairs. VISUAL, KINESTHETIC]
   *****BREAK*****
    "Match and complete 4". [Goodale 66. Pairs. VISUAL, AUDITORY]
    "Match and complete 5". [Goodale 67. Pairs. VISUAL, AUDITORY]
4. Writing Storm. Topic "Spring Break" [Individuals. AUDITORY]
5. "Make or Do". [Flower 31. Individuals. VISUAL, AUDITORY]

WEEK NINE: March 10 - 16, 1996

S*P*R*I*N*G B*R*E*A*K
WEEK TEN: March 17 - 23, 1996

Questioning

MONDAY:
1. Return and Discuss Test.
2. Tell about Spring Break. [Individuals. AUDITORY]
3. Introduction to Questioning.
   "Language Awareness" [Goodale 69. Individuals. VISUAL, AUDITORY]
4. "The Language and Notes" [Goodale 70-71. Class. VISUAL, AUDITORY]
   *****BREAK*****
5. Location of Objects. [Handout. Pairs. VISUAL, AUDITORY]
7. Present Dialogues. [Pairs. KINESTHETIC, AUDITORY]
8. "Match and complete 1". [Goodale 75. Pairs. VISUAL, AUDITORY]
9. Homework. [READ "UMS", Goodale 78. Write answers to two questions at bottom of page.]

WEDNESDAY:
1. Discuss "UMS". [Goodale 78. Class. AUDITORY]
2. "Match and complete 2". [Goodale 75. Pairs. VISUAL, AUDITORY]
4. Writing Storm. Topic "What is in my head at this moment?" [Individuals, share with class. AUDITORY]
   *****BREAK*****
5. "Match and complete 3". [Goodale 76. Pairs. VISUAL, AUDITORY]
   "Match and complete 4". [Goodale 76. Pairs. VISUAL, AUDITORY]
   "Match and complete 5". [Goodale 77. Pairs. VISUAL, AUDITORY]
7. Homework. ["Word Formation 1 - Flower 22-23. Using a dictionary, please complete the 15 sentences with the correct words.

38
WEEK ELEVEN: March 24 - 30, 1996

Proposals

MONDAY:
1. Collect Homework from last week.
2. Introduction to Proposals.
   "Language Awareness" [Goodale 79. Pairs. VISUAL, AUDITORY]
5. "Match and complete 1". [Goodale 85. Pairs. VISUAL, AUDITORY
   *****BREAK*****
6. "Walking Warmers." [Ur 89. Class. AUDITORY, KINESTHETIC]

WEDNESDAY:
1. Return and Review Homework from last week. [Class.]
2. Mini-Meeting 2. [Goodale 83. Trios. VISUAL, AUDITORY
   *****BREAK*****
3. Present Dialogues. [KINESTHETIC, AUDITORY]
4. "Making a Presentation, B. [Flower 39. Individuals, class. VISUAL, AUDITORY]
5. "Associations." [Ur 3. Class. AUDITORY]
6. "Twenty things I'd like to do." [Klippel, 91-2. Individuals, Class. VISUAL, AUDITORY]
7. Homework. ["Match and complete 3" Goodale 86.
   "Match and complete 4" Goodale 86.
   "Match and complete 5" Goodale 87.]

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WEEK TWELVE: March 31 - April 6, 1996
Persuading

MONDAY:
1. Collect Homework from Wednesday.
2. Discussion. "The Proper Place of Tactics?" [Goodale 88. AUDITORY]
3. Introduction to Persuading.
   "Language Awareness" [Goodale 89. Pairs. VISUAL, AUDITORY]
5. "Selling Freezers to Eskimos." [Ur 73-4. Individuals, Class. AUDITORY]
   ****BREAK****
7. Present Dialogues. [KINESTHETIC, AUDITORY]
8. "Match and complete 1". [Goodale 95. Pairs. VISUAL, AUDITORY]
   "Match and complete 2". [Goodale 95. Pairs. VISUAL, AUDITORY]

WEDNESDAY:
1. Collect Homework from Monday.
3. "Opposites - 1." [Flower 24 - Individuals, class. VISUAL, AUDITORY]
   "Match and complete 4". [Goodale 96. Pairs. VISUAL, AUDITORY]
   "Match and complete 5". [Goodale 97. Pairs. VISUAL, AUDITORY]
   ****BREAK****
5. The Rabbit's Escape by Suzanne Crowder Han [Class. AUDITORY]
6. Discussion. "Negotiators are People First" [Goodale 98. Class. AUDITORY]
7. Writing Storm. Topic "A memory from my childhood" Individuals, share with class. AUDITORY]

REMINDER: FRIDAY - NO CLASSES - GOOD FRIDAY HOLIDAY
MONDAY - NO CLASSES - EASTER MONDAY HOLIDAY
TUESDAY - CLASSES - MONDAY SCHEDULE.
WEEK THIRTEEN: April 7 - 13, 1996

Degrees of Importance and Certainty

MONDAY: NO CLASS - EASTER MONDAY HOLIDAY

TUESDAY: MONDAY SCHEDULE.
1. Easter Weekend. [Class.]
2. Introduction to Degrees of Importance and Certainty.
   "Language Awareness" [Goodale 99. Pairs. VISUAL, AUDITORY]
4. "Social English 2" [Flower 50-51. Individuals, class. VISUAL, AUDITORY]
6. Present Dialogues. [AUDITORY]
   "Match and complete 2". [Goodale 105. Pairs. VISUAL, AUDITORY]

WEDNESDAY:
1. Read and Discuss "Other People's Mannerisms." [Goodale 108. Individuals, class. VISUAL, AUDITORY]
   "Match and complete 4". [Goodale 106. Pairs. VISUAL, AUDITORY]
   "Match and complete 5". [Goodale 107. Pairs. VISUAL, AUDITORY]

6. Writing Storm. Topic "A great moment" [Individuals, share with class. AUDITORY]
7. "Confusing Words 2" [Flower 67. Individuals, class. VISUAL, AUDITORY]
8. Homework. ["Word Formation - 3", Flower 68. Complete each sentence with the correct form of the word in capital letters.]
WEEK FOURTEEN: April 14 - 20, 1996

Compromising

MONDAY:

1. Collect homework.
2. Introduction to Compromising.
   VISUAL, AUDITORY]
   VISUAL, AUDITORY]
4. "Special Areas - 5, "Industrial Relations" [Flower 58.
   Individuals, class. VISUAL, AUDITORY]
   ****BREAK****
5. Mini-Meeting 1. [Goodale 113. Pairs. VISUAL,
   KINESTHETIC, AUDITORY]
6. Present Dialogues. [AUDITORY]
7. "Match and complete 1". [Goodale 115. Pairs. VISUAL,
   AUDITORY]
   "Match and complete 2". [Goodale 115. Pairs. VISUAL,
   AUDITORY]
8. Homework. [Read "Chart," Goodale 118. Write one paragraph
   about the three most common ways of negotiating in your
   country; and one paragraph about the three most effective ways
   of negotiating in your country.

WEDNESDAY:

1. Return homework from last week. [Discuss, class. AUDITORY]
2. Discuss "Chart." [Goodale 118. Individuals read their
   paragraphs from the homework. VISUAL, AUDITORY
3. Mini-Meeting 2. [Goodale 114. Pairs, class. VISUAL,
   KINESTHETIC, AUDITORY]
4. Writing Storm. Topic "A generous act" [Individuals, share with
   class. VISUAL, AUDITORY]
   ****BREAK****
4. "Match and complete 3". [Goodale 116. Pairs. VISUAL,
   AUDITORY]
   "Match and complete 4". [Goodale 116. Pairs. VISUAL,
   AUDITORY]
   "Match and complete 5". [Goodale 117. Pairs. VISUAL,
   AUDITORY]
5. "Special Areas - 7, "International Trade" [Flower 70.
   Individuals, class. VISUAL, AUDITORY]
WEEK FIFTEEN: April 21 - 27, 1996

Procedure for a Formal Meeting

MONDAY:

1. **Introduction to Procedure for a Formal Meeting.**
   [Goodale 119. Class. VISUAL, AUDITORY]

2. "Opposites" [Flower 45. Individuals, class. VISUAL, AUDITORY]

3. "The Language and Notes" [Goodale 120-121. Class. VISUAL, AUDITORY]

4. "The Language and Notes" [Goodale 122-123. Class. VISUAL, AUDITORY]

5. "The Language and Notes" [Goodale 122-123. Class. VISUAL, AUDITORY]


8. Homework. ["Expressions with 'in,'" Flower 76]

WEDNESDAY:

1. Collect Homework.


3. Writing Storm. Topic "The job I hope to have someday"
   [Individuals, share with class. AUDITORY]

4. "Organization Chart" [Flower 37. Individuals, class. VISUAL, AUDITORY]

5. Homework: [At Job Fair find the name of one company you
   would be interested in working for. Find out as much as possible
   about this company. Write three paragraphs about it.]
WEEK SIXTEEN: April 28 - May 3, 1996

MONDAY: Overview of Semester - Getting it All Together. [Goodale 125-126. Pairs. VISUAL, KINESTHETIC, AUDITORY]
Divide into two teams (one Korean, one Russian) for final presentation.
Begin writing play about a meeting in your country. Use phrases suggested in textbook. Use as many phrases as possible, but expand them into complete sentences. Your presentation must be at least 20 minutes long (no longer than 30 minutes). All three members of the group must be part of the play. You will be graded on your presentation. This grade will be reflected in your final grade. [VISUAL, KINESTHETIC, AUDITORY]

****BREAK****
Finish writing play. Begin Rehearsing play.

WEDNESDAY:
Dress rehearsal.

****BREAK****
Presentation.
WORKS UTILIZED FOR APPENDIX B


WORKS CITED


