

Conference Paper

Customizing English Language Teaching to Suit Individual Learning Styles of Students

Erich Gonzalo Guamán Condo

Epoch Sede Orellana; Francisco de Orellana, Ecuador

ORCID

Erich Gonzalo Guamán Condo: <https://orcid.org/0000-0001-9480-359X>

Abstract

This article explores the importance of understanding individual learning styles in the context of English language instruction for students. It argues that tailoring instructional methods and materials, to match the learning preferences of each student can enhance their overall learning experience and lead to better outcomes. The article reviews different learning styles and presents strategies for identifying them through assessment tools. It then discusses specific techniques and activities that can be used to target each learning style, including visual, auditory, kinesthetic, and tactile approaches. The article concludes by emphasizing the importance of flexibility and creativity in instructional design to meet the diverse needs of students.

Keywords: *learning styles, English language instruction, individual needs, instructional design, assessment, visual, auditory, kinesthetic.*

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Corresponding Author: Erich
Gonzalo Guamán Condo;
email: erich.guaman@epoch.edu.ec

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1. Introduction

Second Language Acquisition (SLA) is an interdisciplinary field that draws on the fields of linguistics, psychology, education, and sociology to study how individuals learn and acquire second languages. Understanding the foundations of SLA is essential for language teachers and learners, as it provides valuable insights into how language learning can be enhanced. Welcome to this project work on the foundations of Second Language Acquisition (SLA), with a focus on the socio-linguistic and psycho-pedagogical aspects of language learning. I am excited to guide you through this project work, which is designed to help you deepen your understanding of SLA as well as address some of the common difficulties that language learners face.

The purpose of this work is to provide you with a comprehensive understanding of the foundations of SLA and to help you develop practical strategies to enhance your language learning experience. The project work will be tailored to correspond with your learning difficulties and will aim to provide you with valuable insights that will help you achieve your language learning goals. The socio-linguistic aspect of SLA refers to the ways in which language learning is influenced by the cultural, social, and historical contexts in which it takes place. This includes factors such as the learner's cultural background, language exposure, and language use in different contexts. Understanding these factors is crucial for language teachers and learners, as it enables them to develop strategies that are culturally and socially appropriate and effective.

This work will be divided into three main sections, each of which will focus on a specific aspect of SLA. In the first section, we will explore the socio-linguistic factors that influence SLA. This will involve an examination of the cultural and social contexts in which language learning takes place, as well as an investigation into the ways in which these factors impact language learning.

In the second section, we will delve into the psycho-pedagogical aspects of language learning. This will involve an exploration of the psychological and cognitive processes that underpin language acquisition, as well as an investigation into the ways in which learning styles and motivation impact language learning.

In the final section of the project work, we will bring together the socio-linguistic and psycho-pedagogical aspects of SLA to develop practical strategies for enhancing language learning. This will involve an analysis of the various factors that impact language learning as well as the development of practical solutions that can be applied in real-world language learning contexts.

In conclusion, this work is designed to help you develop a comprehensive understanding of the foundations of SLA as well as practical strategies for enhancing your



language learning experience. By the end of the project work, you will have developed a deep understanding of the socio-linguistic and psycho-pedagogical aspects of language learning, as well as a range of practical solutions that can be applied in real-world language learning contexts.

2. Development

2.1. Experimental task Unit 1: Second Language Acquisition

To start with, I believe that there are several methods and approaches that can contribute to the second language acquisition of learners. Some of the theoretical issues concerning methods and procedures include the following:

Input and interaction: learners need to receive meaningful input that is comprehensible to their level of language proficiency, and they also need opportunities to interact with the language in a communicative and contextualized way.

Focus on form: learners need to pay attention to the linguistic forms and structures of the language they are learning, but this focus should be integrated into meaningful communication rather than isolated drills or exercises.

Individual differences: learners have diverse needs, interests, and learning styles, and teachers need to adapt their methods and materials to meet these differences.

Motivation and autonomy: learners need to be motivated and engaged in the learning process, and they also need to develop autonomy and self-regulation skills to continue learning beyond the classroom.

Based on these theoretical issues, I would select the following methods and approaches that I believe have the potential to contribute to second language acquisition in learners:

Communicative Language Teaching (CLT): This approach emphasizes the importance of meaningful communication and interaction in language learning. It encourages learners to use the language for real-life purposes, and it focuses on the development of communicative competence rather than isolated language forms. Examples of CLT activities that can be used in the classroom include pair and group discussions, role plays, debates, and project-based tasks. In my classroom practice, I often use pair and group discussions, role plays, debates, and language games to encourage students to use English for real-life purposes and to develop their communicative competence.

Task-Based Language Teaching (TBLT): This method focuses on the use of language in task-based activities that simulate real-life situations. It aims to develop learners'



language skills and cognitive abilities by engaging them in problem-solving, decision-making, and collaboration. In my classroom practice, I may assign a task, such as planning a trip or organizing a party, and guide students to use English to complete the task. This approach allows students to develop their language skills while also building their confidence and motivation to use English in real life.

Content and Language Integrated Learning (CLIL): This approach combines language learning with the study of content subjects such as science, history, or literature. It aims to develop learners' language proficiency and content knowledge simultaneously, and it provides authentic contexts for language use. For example, I may use a reading or listening activity that relates to a topic such as history, science, or literature and guide students to use English to comprehend and discuss the content. This approach allows students to develop their language skills while also acquiring knowledge and understanding of different subjects.

In the classroom, I would illustrate these methods and approaches by designing and implementing activities that integrate the four skills of language learning (reading, writing, listening, and speaking) in a meaningful and communicative way. For example, I would use pair and group discussions to practice speaking and listening skills while also integrating reading and writing tasks such as summarizing, analyzing, or responding to a text. I would also use role plays or simulations to practice social and cultural competence, and I would provide feedback and corrective input that focuses on the form and structure of the language in a meaningful and contextualized way.

In summary, selecting the right method and approach in language teaching is crucial for effective second language acquisition. Teachers should consider the theoretical issues concerning methods and procedures, individual learner differences, and motivation and autonomy when selecting and applying methods in the classroom. By using methods such as CLT, TBLT, and CLIL and by designing and implementing communicative and contextualized activities, teachers can help learners develop their language skills and communicative competence in a meaningful and enjoyable way.

2.2. Experimental Task Unit 2: Second Language Acquisition

When teaching English as a second language, it is important to consider the individual learning styles and difficulties of each student. By understanding how each student learns and what challenges they may face, teachers can tailor their approach to help students succeed. In this context, a table or chart can be a useful tool for organizing and visualizing information about students' learning styles and difficulties, allowing teachers to identify patterns and individual needs.



This table lists 19 students and provides detailed information about their language acquisition level, learning style, and main difficulties. The table helped me identify trends in the students' learning styles and difficulties, which can inform their teaching strategies and support interventions. With this information, I could also create tailored lesson plans and exercises that are more likely to engage the students and address their individual needs.

Based on the information provided in the table, several conclusions can be drawn.

Firstly, it is clear that there is a wide range of language acquisition levels among the students, with some students being advantaged in certain skills while others are slow in multiple areas. This underscores the importance of individualized instruction and differentiated learning strategies to meet the diverse needs of students.

Secondly, there are different learning styles present in the classroom, with visual and auditory styles being the most common. This suggests that teachers should consider incorporating a variety of teaching methods that cater to different learning styles in order to engage and support all students.

Lastly, the main difficulties identified by the students are varied, but some common themes emerge, such as vocabulary, grammar, and comprehension. By understanding the specific areas where students struggle, teachers can develop targeted interventions to help them overcome their challenges.

Overall, by taking into account the individual learning styles and difficulties of their students, teachers can create a more inclusive and effective learning environment that supports the success of all students.

As an English teacher, I understand the importance of catering to different learning styles when teaching a language. Below are some strategies that I have used to help my students with the different learning styles get the most out of learning English:

- Visual Learners:

Visual learners learn best through images, charts, and other visual aids. Here are some strategies for teaching English to visual learners:

Use pictures, diagrams, and flowcharts to explain grammar rules, sentence structures, and vocabulary.

Use videos or movies to help students understand and practice English. For example, we can use short clips from popular movies to teach idioms, phrasal verbs, and other expressions.

Encourage students to draw pictures or diagrams to help them remember English words or phrases. For example, they can draw a picture of a cat next to the word "cat" in their vocabulary list.



Tabla 1

Student	English Language Acquisition	Learning Style	Main Difficulties
BAÑO ROJAS LISSETH DAYANA	Slow in reading and writing	Visual	Vocabulary
CASTRO PEÑALOZA ESTEFANY YAMILEZ	Average in all skills	Auditory	Pronunciation
CEDEÑO GAVILANEZ JAELE ALEXANDRA	Advantaged in speaking	Kinesthetic	Grammar
CHAMBA BERMEO WALTER VICENTE	Slow in listening	Reading/writing	Comprehension
CHARI CHANGOBALIN LENIN SANTIAGO	Slow in all skills	Visual	Vocabulary, grammar
CHIGUANO VERDEZOTO MARCIA JUDITH	Advantaged in reading	Reading/writing	Writing structure
CORREA LUNA EDU ANTHONY	Slow in speaking	Auditory	Vocabulary, grammar
GREFA VARGAS ZALIA YULY	Advantaged in writing	Reading/writing	Spelling
JIMA JIMENEZ FLORENCIO JEANPIERRE	Average in all skills	Kinesthetic	Pronunciation
JIMENEZ SILVA KEVIN EFREN	Advantaged in listening	Auditory	Comprehension
MENDOZA BENAVIDES GINA SULEY	Advantaged in all skills	Visual	None
TORRES CHAMBA ADAMARY BETZABETH	Average in all skills	Reading/writing	Grammar, vocabulary
MORETA PUJOS NEYSER ABRAHAN	Slow in speaking	Kinesthetic	Pronunciation, grammar, sentence structure
MUÑOZ PEÑALOZA DARIO MAURICIO	Advantaged in reading	Reading/writing	Writing structure, grammar
PACHECO LAPO YESSENIA ALEXANDRA	Slow in listening and reading	Auditory	Vocabulary, sentence structure
PLAZA CORREA GALO EMMANUEL	Average in all skills	Kinesthetic	Comprehension, sentence structure
QUILUMBA AGUILAR ANDREA GISELA	Advantaged in speaking	Auditory	None
RAMOS ENCALADA MARIELA ABIGAIL	Advantaged in writing	Reading/writing	Spelling, punctuation
RUIZ SOLORZANO ANDREA NAYELI	Average in all skills	Kinesthetic	Comprehension, sentence structure, vocabulary, grammar



- GINA MENDOZA: “As a visual learner myself, I know how important it is to use visual aids to help me understand and remember new information. One example of a visual aid that I like to use in my English classes is mind maps. When I am learning new vocabulary words, I create a mind map that connects each word to other related words and concepts. This helps me visualize the relationships between words and remember them more easily. I also love using videos and pictures to learn English, as it helps me understand the context of the language and how it is used in real life.”

- Auditory Learners:

Auditory learners learn best through listening and speaking. Here are some strategies for teaching English to auditory learners:

Use songs, rhymes, and chants to teach English. For example, you can teach students the alphabet using a song. Encourage students to listen to English podcasts or audiobooks. This can help them improve their listening skills and vocabulary.

Use group discussions and pair work to encourage students to practice their speaking skills. This can also help them improve their listening skills as they listen to their peers speak.

ANDREA AGUILAR: “As an auditory learner, I thrive on listening and speaking activities that allow me to hear and practice the language. One of my favorite activities is listening to English podcasts. I find it energizing to hear native speakers discuss different topics, and it helps me pick up new vocabulary and expressions. I also enjoy group discussions and debates, as it allows me to practice my listening and speaking skills while learning from my classmates.”

- Kinesthetic Learners:

Kinesthetic learners learn best through hands-on activities and movement. Here are some strategies for teaching English to kinesthetic learners: Use role-playing activities to help students practice speaking and using English in real-life situations. Use games and puzzles to help students learn and remember English words and grammar rules. For example, you can use a crossword puzzle to help students learn vocabulary. Encourage students to act out scenes from books or movies in English. This can help them practice their speaking and listening skills while also using their body to express themselves.

FLORENCIO JIMA: “As a kinesthetic learner, I need to move and interact with the language in order to fully grasp it. One of my favorite activities is role-playing. I love acting out different scenarios and using English to communicate. I also enjoy games that require physical movement, such as charades or Pictionary. These activities help me learn and remember new words and phrases by connecting them to actions and movements.”



- Reading/Writing Learners:

Reading and writing learners learn best through reading and writing activities. Here are some strategies for teaching English to reading and writing learners:

Encourage students to read English books, articles, and websites. This can help them improve their vocabulary, grammar, and reading comprehension skills.

Use writing prompts and journaling activities to help students practice writing in English. This can also help them improve their grammar and sentence structures.

Use worksheets and other written activities to help students practice English grammar and vocabulary. For example, you can use fill-in-the-blank exercises to help students practice using English prepositions.

DARIO MUÑOZ: “As a reading and writing learner, I find it easiest to learn through written materials. I love reading English books, articles, and websites to improve my vocabulary and grammar. I also enjoy writing activities, such as journaling and writing prompts.

These activities allow me to practice my writing skills while also improving my grammar and sentence structures.”

Overall, I believe that incorporating a variety of teaching strategies that cater to different learning styles is essential for effective English language learning. By using a combination of visual aids, listening and speaking activities, physical movement, and written materials, we can engage all students and help them reach their full potential in learning English. By and large, it’s important to remember that students may have a combination of learning styles, so it’s essential to use a variety of teaching strategies to accommodate all students.

3. Conclusions

Reflecting on the topic of learning styles in English language learning, I feel that it is crucial for teachers to recognize and accommodate different learning styles in their teaching approach. As I mentioned earlier, each individual has a unique way of processing and retaining new information, and by using a variety of teaching strategies, we can ensure that every student has the opportunity to learn and succeed.

It’s important to note that while each student may have a primary learning style, they may also have elements of other styles. Therefore, it’s essential to use a combination of teaching strategies to engage all learners in the classroom.



Additionally, I have found that creating a positive and supportive learning environment is also essential for English language learning. By establishing a safe and encouraging space where

students feel comfortable to experiment and make mistakes, we can foster a love for the language and increase motivation and engagement.

On the whole, I believe that by recognizing and catering to different learning styles and creating a supportive learning environment, we can help our students achieve their language learning goals and develop a lifelong appreciation for the English language.

Based on my experience and research, I have several recommendations for teachers to effectively cater to different learning styles in English language learning.

Recommendations

First, it's important to identify and understand the different learning styles of each student in the classroom. This can be achieved through observation, discussions with the students, or a learning style assessment. Once teachers have a better understanding of their students' learning styles, they can tailor their teaching strategies accordingly.

Secondly, incorporating a variety of teaching strategies that cater to different learning styles is essential for effective language learning. Using visual aids, listening and speaking activities, physical movement, and written materials can engage all students and help them learn in their own way.

Thirdly, creating a positive and supportive learning environment can also enhance English language learning. Encouraging students to experiment, make mistakes, and learn from them can help build their confidence and motivation to learn the language.

Finally, it's important to regularly assess and adjust teaching strategies to ensure that they are effective for all students. This can be achieved through formative assessments, student feedback, or regular reflection on teaching practices.

Taking everything into consideration, my recommendations for English language teachers are to recognize and accommodate different learning styles, use a variety of teaching strategies, create a supportive learning environment, and regularly assess and adjust teaching practices to ensure effective language learning for all students.

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Annexes

Learning Style Diagnostic Test

Part 1: Visual Learning

Which of the following do you find most helpful when learning new information?

- a) Diagrams and charts
- b) Lecture-style teaching
- c) Group discussions

Which of the following study techniques do you find most effective?

- a) Using flashcards with pictures
- b) Re-reading notes and textbooks
- c) Listening to audio recordings

Which of the following do you find most enjoyable?

- a) Watching videos and films
- b) Participating in group projects
- c) Attending lectures and presentations with visuals

Part 2: Auditory Learning

Which of the following do you find most helpful when learning new information?

- a) Audio recordings and podcasts



- b) Reading and writing exercises
- c) Group discussions and debates

Which of the following study techniques do you find most effective?

- a) Listening to music while studying
- b) Recording yourself and listening to your own voice
- c) Repeating information out loud

Which of the following do you find most enjoyable?

- a) Listening to music and singing
- b) Attending lectures and presentations with speakers
- c) Participating in group discussions and debates

Part 3: Kinesthetic Learning

Which of the following do you find most helpful when learning new information?

- a) Hands-on activities and experiments
- b) Written instructions and textbooks
- c) Audio recordings and lectures

Which of the following study techniques do you find most effective?

- a) Using manipulatives or objects to help understand concepts
- b) Reading notes and highlighting important information
- c) Watching videos or listening to audio recordings

Which of the following do you find most enjoyable?

- a) Participating in role-playing or drama activities
- b) Moving around while studying or working
- c) Participating in group activities that require physical movement

Part 4: Reading/Writing Learning

Which of the following do you find most helpful when learning new information?

- a) Reading textbooks and articles
- b) Audio recordings and lectures
- c) Hands-on activities and experiments

Which of the following study techniques do you find most effective?

- a) Writing notes and summarizing information



- b) Using mnemonic devices to help remember information
- c) Watching videos and listening to audio recordings

Which of the following do you find most enjoyable?

- a) Reading books and articles
- b) Writing essays and papers
- c) Participating in group discussions and debates

Scoring:

To calculate the score, assign one point to each answer that matches a specific learning style (visual, auditory, kinesthetic, or reading/writing). Add up the points for each learning style to determine the student's primary learning style. Keep in mind that students may also have elements of other learning styles. This information can be used to customize teaching methods that suit each student's learning style.