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## **THE IMPACT OF LEARNING STYLES ON STUDENT PERFORMANCE IN AN EFL CLASSROOM**

*Each of us has an individual learning style, which means that we learn and process information in different ways. This paper considers two models of learning styles: an integrated construct based on the literature review and our own field study, and the markedly different 'Kolb Learning Style Inventory'. The former has been developed from various existing models and is specifically related to undergraduate and graduate EFL learning. The latter is discussed with an increased focus on adult EFL learning. The two age groups are compared and contrasted in terms of their learning strengths and weaknesses, as well as their learning preferences. The paper also touches upon the issue of balancing different types of learners in a single classroom.*

**Key words:** *learning styles, EFL, sensory preferences, personality types, cognitive preferences, concrete experience, reflective observation, abstract conceptualization, active experimentation, learning strategies and techniques*

Each of us has an individual learning style, which means that we learn and process information in different ways: by seeing or hearing, experiencing or experimenting, observing or discovering, reasoning rationally or abstractly, relying on logic, senses or repetition, etc. This diversity poses a dilemma for teachers, who, firstly, practise various instructional methodologies and, secondly, face many different types of learners in one classroom. In most cases, teachers developing an individual approach to each learner in order to match their abilities and learning preferences get frustrated at the poor attendance and persistent unresponsiveness of the class. Meanwhile, they fail to acknowledge that students may have lost their concentration and willingness to learn because of the tedious and unexciting learning environment or lack of appropriate teacher feedback. In fact, the same teaching method can be “wonderful for some but terrible for others” /Dunn & Griggs, 1988: 3/. The task of a teacher, therefore, is to recognize and skillfully use the psychological peculiarities of their students and apply diverse teaching strategies to accommodate all types of learners.

While learners' characteristic differences in learning English are a subject of extensive discussion and research among scholars and EFL teachers around the world, little attention is paid to this field in Armenia. This paper offers a brief overview of the most common learning styles with emphasis on foreign language learning and acquisition. It seeks to elaborate a balanced approach to handling the multiple learning styles in an EFL classroom. If the harmony between the students and the teaching methods is achieved, all students will be comfortable to a larger or lesser extent. Thus they will be taught partly in their favoured mode, as well as will

get accustomed to using less familiar methods of learning, which they may find useful and necessary to employ in their further learning and careers. The article is based on the results of practical work with university students (aged 17-22) majoring in Political Science, Public Administration, Economics and Journalism. The paper also reflects the results of a comparative field study on learning preferences of young adults and older learners specialized in various subject areas. Our observation has revealed key differences and similarities in learning strategy preferences, learning styles and patterns of language use between the different age-groups and specialties. Subjects for the study were evaluated as 'effective' and 'ineffective' learners on the basis of their overall performance, academic progress and the scores on the English tests administered in the middle and at the end of each university term.

Admittedly, everyone has a mix of learning styles. Some people may feel equally comfortable relying on one or two prevalent styles in all circumstances; for others, the dominant style depends on the context where the learning process takes place. Depending on the learning style, learners display particular behaviours (known as learning strategies) that help them reach their study goals. It is essential that learners be aware of their own learning preferences because this will foster the educational process. In the words of Rebecca L. Oxford, a prominent researcher in the field, "when the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning" /Oxford, 2003: 2/. Moreover, it is vital that teachers should recognize and understand how their students learn best so that they could work out a differentiated approach to teaching and organize effective lessons.

Various researchers (Witkin /1976/, Ehrman & Oxford /1990/, Felder & Soloman /1991/, Reid /1995/, Brown /2000/, Oxford /2003/, and many others) have focused on such vital issues as what makes a good language learner. Why do some of us master a foreign language easily while others have to put so much effort in it? Why do some of us become polyglots, when others can hardly overcome one foreign language? The primary cause that contributes to language learning success is that people are considerably different types of learners in terms of gender, age, social status, profession, motivation, attitude, aptitude, and culture.

Numerous ways of categorizing and characterizing learning styles have been put forward both at large and with reference to foreign language education. According to *The Kolb Learning Style Inventory* /1999/, for instance, there are four universal modes we learn and deal with ideas and everyday situations: doing, experiencing, reflecting and thinking. These will be carefully considered later in this paper with respect to adult learning. In terms of L2 learning, Ehrman and Oxford /1990/ differentiated between at least nine major aspects of style, four of which Oxford /2003/ recognizes as especially relevant to L2 learning: sensory preferences, personality types, desired degree of generality, and biological differences. Reid /1995/ divides learning styles into three major categories: cognitive, sensory and personality learning styles. Brown /2000/ separates 'ambiguity tolerance' as a style as well. On the whole, many authors tend to distinguish between the same styles, though

referring to them by different terms. In some cases, styles from various categories appear to be overlapping in their characteristics.

Based on the detailed literature review and our own field study, we have adopted a broad and synthesized approach by selecting the three principal styles, which, of many others, we consider absolutely inseparable auxiliaries of learning a foreign language. These learning styles and the techniques preferred by the representatives of these styles will be the focus of our further discussion. Most terms and categories used in this model have been borrowed from Reid's /1995/ and Oxford's /2003/ classification charts.

<b>Learning style</b>	<b>Types of learners &amp; description</b>	<b>Favoured learning techniques and/or turn-offs</b>
<b>Sensory</b>	<p><i>Visual</i> – rely on visual aids (pictures, images) and visualization for enhanced perception and understanding; have a good feel of the surrounding world.</p> <p><i>Auditory</i> – learn from lectures, recordings, songs, oral information sources.</p>	<p>Work with flashcards, slides, illustrations, overhead projectors, PowerPoint presentations; watch movies, take notes, summarize and outline, visualize what they read and hear.</p> <p>Dislike lectures not supported by visuals.</p> <p>Passive listening in the classroom or any other educational setting; classroom interactions, role-plays. Learn well to the music played in the background.</p> <p>May experience difficulty with writing.</p>
	<p><i>Physical / tactile</i> – perceive through bodily contact (with tangible objects) and enjoy moving.</p>	<p>Work with flashcards, play board games like <i>Scrabble</i>, learn from a textbook or vocabulary copybook in motion. Communicate well through body language and are taught through physical activity, hands-on experience, acting out, role playing.</p> <p>Dislike sitting still in the classroom.</p>
	<p><i>Verbal</i> – learn the language by producing it (both in speaking and writing).</p>	<p>Classroom interactions, role-plays, simulations, singing, peer work, firsthand communicative experience in</p>

Learning style	Types of learners & description	Favoured learning techniques and/or turn-offs
		the country where the target language is spoken. Keep personal diaries; write letters, compositions and sometimes poems.
<b>Personality</b>	<p><i>Extroverted / social</i> – thrive when they have an audience; need stimulation or they become bored quite quickly; are happy to share their thoughts; often change their minds.</p> <p><i>Introverted / solitary</i> – sustain interest and concentration in solitary pursuits; don't enjoy being the centre of attention; prefer to listen rather than speak; tend to succeed as individuals.</p> <p><i>Intuitive-random</i> – guide their own learning; think erratically; prefer theory to practice; like to discover new things; can perform multiple tasks simultaneously.</p> <p><i>Sensing-sequential</i> – learn step by step (in a prescribed order); seek guidance from others, think consistently; give thoughtful responses; focus on a single task; are good at memorizing information.</p> <p><i>Thinking</i> – are characterized by quiet thought or contemplation; secretly want to be praised.</p> <p><i>Feeling</i> – show empathy for others through words and behaviours; seek approval for their hard work.</p> <p><i>Closure-oriented / judging</i> – seek quick solutions and achievements; rush to judgements; enjoy meeting deadlines; are industrious and methodical.</p>	<p>Team-work, peer work, classroom interactions, role-plays, presentations, reports, story-telling, discussions and debates. No repetitive tasks.</p> <p>Self-study and independent study projects. Write stories, letters, compositions, poems. Uncomfortable being made to speak about something they are not sure about.</p> <p>Independent study projects; written, creative assignments; matching tasks and discussions (though expressing ideas chaotically). No repetitive tasks.</p> <p>Guided compositions and other tasks, standard tests, repeating and revising important points, 'give details' tasks.</p> <p>Individual work, tests, compositions.</p> <p>Teamwork, peer work.</p> <p>Timed activities and tests. Prefer to guess meanings from context. Dislike open-ended discussions.</p>

Learning style	Types of learners & description	Favoured learning techniques and/or turn-offs
	<i>Open / perceiving</i> – enjoy the very process of language learning and every new piece of knowledge they gain; achieve fluency due to persistent and continuing effort.	Work with dictionaries and other resource materials. No deadlines or routine classroom tasks.
<b>Cognitive</b>	<p><i>Global</i> – learn by concrete experience; are attracted to innovative materials; prefer cooperative and interactive activities.</p> <p><i>Analytic</i> – plan and organize their work; consider a situation from different perspectives; focus on details; need explicit goals and requirements; learn step by step; seek guidance.</p> <p><i>Reflective</i> – need time to consider options before responding.</p> <p><i>Impulsive</i> – take risks and respond immediately; like to experiment with the language.</p>	<p>Team-work, peer work, classroom and real-world interactions, role-plays, brainstorming, guesswork, holistic reading. No repetitive tasks. Detailed analysis of grammar and vocabulary; individual work provided that the task is presented clearly and logically.</p> <p>Creative tasks, compositions and research projects; problem-solving, critical thinking sessions. No timed activities and tests. Discussions, classroom and real-world interactions; trial-and-error method; multiple choice tasks, problem-solving, critical thinking sessions, experiments, research projects.</p>

In practice, we rarely represent a unique learning style. In an EFL class, in particular, learners are usually able to combine various modalities within one and the same learning style and thus utilize more than a single strategy. For example, most visual and auditory learners employ both senses, with one prevailing over the other. On the other hand, it is quite possible to combine the characteristics of two or three learning styles. A single person can be a verbal type of learner who has an extroverted personality, as well as demonstrates impulsive behaviour. Likewise, a person can opt for physical/tactile sensing and, at the same time, be an intuitive-random and open-perceiving personality type with an analytical way of thinking.

All learning takes place within some context. One may need a variety of learning styles to adapt to each particular context. Hence it may be useful to encourage students to develop alternative learning style skills. Moreover, if they rely

too heavily on one learning strategy, they run the risk of missing important ideas and experiences. There are numerous ways of approaching the same task at hand – creative, logical, or mechanical. Each particular learner adopts a method that works best for him/her. For example, in our teaching practice we have observed at least eight ways in which students can deal with new vocabulary:

- a) through repetitive activity, i.e., by rote or cramming,
- b) through repetitive usage of the words in real-life situations,
- c) through making sentences or combining them into stories,
- d) through guessing the meaning of words in the process of reading books or during social interactions,
- e) by visualizing the meanings of words, seeing images behind these words,
- f) by identifying and analyzing the constituent parts of the words – roots and affixes,
- g) by resting upon the native language, i.e. by translating new words, by knowing their equivalents in their mother tongue,
- h) by applying a graphic approach, for example, colour-coding the words.

The same can be concluded about learning other language skills. In a reading comprehension activity some students perceive better by reading out loud (verbal learners), while others understand by processing information silently (thinking learners). To process a listening exercise, visual learners create mental images of what the speaker is saying, physical learners put down key words, and feeling learners try to predict what will be said in the recording based on a preliminary discussion of a related topic. It is needless to mention that auditory listeners are best suited to a classroom listening situation. To develop a speaking skill, impulsive and extroverted learners do not fear experimenting with the language and employing a trial-and-error method, while introverted students with strong auditory perception slowly acquire the language by listening and start communicating all of a sudden, when they subconsciously feel ready to express themselves in a foreign language. Finally, the writing skill can be mastered by reading extensively (reflective type), by learning from the teacher's feedback (physical and sensing-sequential types), or consulting good dictionaries and other reference books (open/perceiving and analytic types).

It is perfectly clear that students shape their own learning process enormously. At the same time, knowledge of what strategy works best for each type of learners can assist the teacher in the task preparation process. When working with students privately, the teacher finds it easy to adjust to the learner's individual preferences. Nevertheless, in order to ensure a successful learning process in a large class the teacher should know how to bring the different learners to an optimum balance and increased cooperation. In a team, the strengths of one student can overcome the weaknesses of another. The balance created by such variety makes a team stronger. Instructing in a way that encompasses multiple learning styles gives the teacher an opportunity to reach a greater extent of a given class, while also challenging students to expand their range of learning styles and aptitudes. Major changes or

modifications to teaching styles might not be necessary in order to create a classroom atmosphere that addresses multiple learning styles or targets individual ones.

We suggest that each teacher implement the following plan of action:

- 1) establish the learning style(s) of all the students in the class;
- 2) determine potential partners for teamwork in terms of compatibility of styles;
- 3) determine the style(s) with which most learners in the class are comfortable;
- 4) define the learners who do not seem to fit well in the general picture;
- 5) define the methods of engaging the vulnerable students in the learning process without impairing the others' learning;
- 6) allow for considerable element of student choice when designing activities and tasks for the different learning types.

The learning styles can be assessed by means of written quizzes and surveys. They are widely available in print and on the Internet. Knowing your students can help you allocate classroom activities appropriately, as well as set up small working groups to pursue various tasks at hand. Another possibility to build successful working teams is to encourage cooperation between different pairs of students and in this way identify those who perform most effectively together, making the best 'team'.

Rather than focusing on a single teaching methodology, EFL teachers would do better to develop a broad instructional approach. The best suited option would be "the communicative approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class" /Oxford, 2003: 16/.

Here are some recommendations on how to help different learner types to collaborate. For instance, when involving introverts in a team with extroverts, take into account that socializing for the former will usually be comfortable with people they are close with. Give them an opportunity to be observers rather than participants. There is the potential for each partner to balance the other and for the relationship to be mutually beneficial. Because introverts are somewhat secretive, do not insist on their sharing ideas with the whole class; instead, they might be willing to share with one or two friends in a small group thus exploiting their speaking potential.

Here is another example of successful collaborative work. Choose a few verbal learners who will alternately be the story-tellers, and have a few physical learners act out the story. Next, allow intuitive-random and feeling students to take up the role of teachers and satisfy their natural need to explain, thus also providing an opportunity for sensing-sequential and analytic learners to get guidance from their peers.

We would like to add a word of caution. Although many students display qualities of visual-auditory learning style, certain auditory tasks pose difficulties to them. This is especially true of interpretations and rendering assignments carried out orally with the teacher or a student reading the original sentence out loud. It takes time and manifold delivery to help students digest the information before they translate it into the target language. The same task is handled with ease and promptness when translating directly from a book, newspaper article, etc. The teacher

should not come into conflict over the students' reluctance to do a translation 'by ear'. Rather, s/he could help students respond to the challenge by having them work in pairs where one is a predominantly visual learner and the other is auditory. In such pairs, the former student will be reading the sentences to be interpreted by the latter. In case the latter experiences some difficulty translating, the former will have a chance to provide the translation after having read, not heard, the original sentence.

Teaching styles and methods also vary among instructors; therefore, it is advisable for the instructor to evaluate his/her own methods of work and their correspondence to the strategies favoured by the students in the class. Some instructors lecture, others demonstrate essential points and lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding. It will be effectual for a teacher to show sufficient flexibility and try to adapt his/her methods to the prevailing learning style in the class. The textbook choice can also become a source of conflict. Therefore, it is necessary that the major textbook intended for study by a particular age-group of university students be selected with regard to the learners' averaged styles and preferences.

Further, we would like to share our firsthand classroom observations of young adults majoring in Political Science, Public Administration, Economics and Journalism. The sample groups contain considerably more females than males. All the students in the first group seem to be comfortable with a range of styles and practically cannot be related to any one particular style. As we see it, undergraduate university students majoring in Political Science do not vary significantly in their sensory preferences, with most learners depending on the visual style in combination with either physical or verbal mode and a few students having visual-auditory perception. In terms of personality type, an outstanding majority can be related to extroverts (in fact, only one or two out of each group of 20 students are introverted). Simultaneously, the same students can be distinctly considered sensing-sequential, thinking and closure-oriented. In turn, the cognitive style is practised by most students as well, with the strong inclination toward the reflective modality. Conversely, the majority of subjects taking their Master's in Public Administration exhibit characteristics of open/perceiving, thinking types of learners, with only a few extroverted individuals. As compared with future Political Scientists, students of Journalism and Economics differ widely with regard to personality types and cognitive preferences, with Journalists being even more extroverted and feeling, perceiving and global, auditory and verbal, and Economists being mostly visual, analytic and somewhat impulsive, balancing between extroverted and introverted types.

It is to be noted that in terms of EFL learning each learning style and preferred strategy can work more efficiently for developing one language skill but be less helpful for others. That is the reason we readily differentiate between effective listeners and fluent speakers, good readers and successful writers, rather than effective language-learners at large. However, a conclusion can be drawn that open/perceiving, extroverted, global and impulsive students with visual-auditory



perception can be viewed as the ‘most effective’ language learners, while introverted, reflective and analytic learners with physical perception are mostly slow and ‘ineffective’. Thus, helping students to develop alternative learning style skills is bound to contribute generously to their general language learning ability.

Our teaching experience is not limited to working with undergraduate and graduate students; over the last four years we have been involved in professional development courses, training more mature learners – professors, scholars, and administrative staff. Compared with the younger learners, the latter group has several psychological advantages, but they are also rather inflexible about being taught.

First and foremost, adults start learning a foreign language having certain professional background and an established way of thinking, which gives them a solid lead over younger learners. Second, they have well-formed native language skills, which allow them to produce a foreign language using the conscious grammar to adjust to target language structures. Third, they are better at communicating, which expands their learning opportunities considerably. Another positive and overwhelming advantage is that adults are eager and willing to learn English being conscious that they need the language skills in various professional settings. They may also have numerous cognitive demands for using a foreign language, such as filling out job applications, writing cover letters, corresponding, negotiating and solving problems through e-mail, etc. Thus, what they learn can be directly applied to their lives and work.

At the same time, adults can face difficulties. For instance, sometimes native language literacy hinders the development of new language skills and abilities. Adults are conservative learners, and it can be a challenging task to incline them to using new sounds, language functions, or multiple verb tenses, which are different from what they have used before. Their learning preferences and techniques are often stereotyped and they defy change. Depending on their academic discipline, their aptitude for a foreign language learning and acquisition can vary.

Another unfavourable quality of adults is that they are poorer acquirers than adolescents. Their language intuition is formed slowly, and they usually do not perceive the comprehensible input subconsciously, because they focus on the form rather than meaning. Adult learners analyze the input from grammatical, logical and philosophical viewpoints and are over-concerned about making rapid progress in speaking. They lose intrinsic motivation to continue learning if no visible results appear soon.

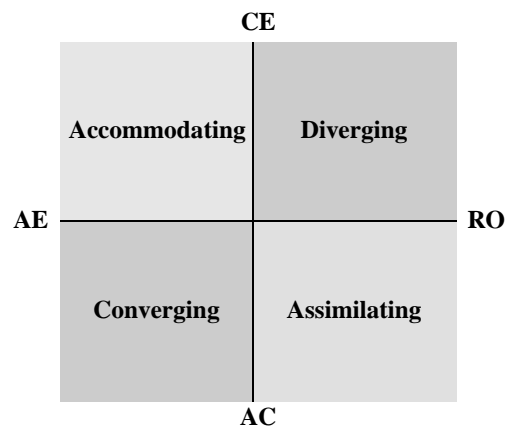
When teaching adult learners, we must make every effort to eliminate their flaws because, according to the affective theory of processing and learning a foreign language, all the above mentioned psychological and mental conditions can hinder the work of the brain by blocking it from assimilating new information. Surprising as it can be, adults do need encouragement and motivation. All these factors must be considered in the choice of teaching materials and methods.

David Kolb, the renowned specialist in adult psychology, suggests that adults should not only be aware of their learning styles and understand their strengths and

weaknesses but also consider a few ways of enhancing learning styles different from their own in order to expand their potential to completely engage in a learning process.

According to *The Kolb Learning Style Inventory* /1/, a well-rounded learning process consists of four phases. All learners go through the entire cycle, with different learners starting at different phases in the cycle. The two modes in which we take in experience are Concrete Experience (CE) and Abstract Conceptualization (AC); the two modes we deal with experience are Reflective Observation (RO) and Active Experimentation (AE). The ability to use the four modes considerably increases the learning power. The analysis of Kolb's four-phase scheme contributes to more in-depth understanding of the EFL-related learning styles and helps to elaborate more relevant strategies for effective work with adult learners as different from young adults. Learners practising Concrete Experience absorb information through specific experiences and relationships with people, whereas those relying on Abstract Conceptualization learn by logical analysis, systematic planning and intellectual understanding of a situation. Thus the CE and AC can be correlated with the feeling and thinking modalities of the personality learning style, respectively. Similarly, learners opting for Reflective Observation carefully observe before making judgements, consider issues from various viewpoints, while Active Experimenters take risks and achieve results through action. The former can be paralleled with the visual/auditory modalities of the sensory style and, at the same time, with the reflective modality of the cognitive style; the latter is related to the physical modality of the sensory style.

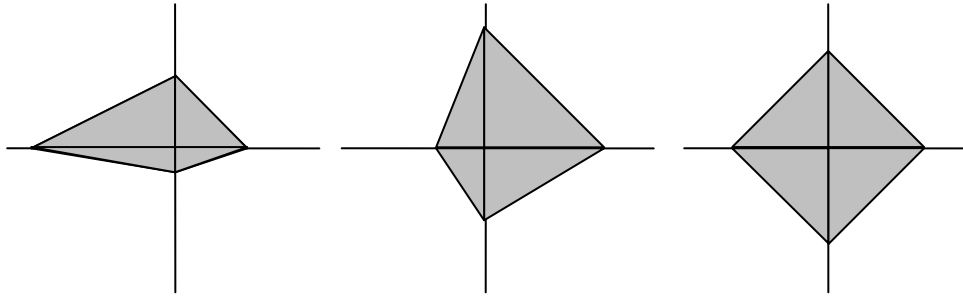
*The Kolb Learning Style Inventory* yields additional insight into the analysis of learning preferences of adult professionals taking up EFL courses and may enhance the efficiency of the educational process. Its significant advantage is that it allows for style-crossing. For example, a person with both CE and RO approaches will tend to have a *Diverging* style; someone with both RO and AC preferences will be disposed to the *Assimilating* style;



learners focusing on both AC and AE will use the *Converging* style; learners combining the learning steps of AE and CE will be inclined to use the *Accommodating* style. Finally, some people may balance between two or more dimensions of the learning style, which means they are happy to use a range of styles and methods. In this way, they also increase their learning potential.

The learning inclinations can be schematically demonstrated as kites. Many various configurations are possible depending on a person's unique learning style.

Here are some of the shapes:



Let us now evaluate our adult learners at the professional development courses in terms of learning styles and preferences and their relation to the specialization. The range of professionals we have had an opportunity to deal with includes mathematicians, physicists, journalists, philologists, economists, chemists, biologists, philosophers, sociologists, public administration scientists, political scientists, historians and computer scientists. On the whole, most of the 65 subjects for study seem rather inclined to one of the four styles above, with another slightly yielding; however, a few of them tend to concentrate on three or all four styles, usually with one style domineering. Our observation shows that most of the professors in the represented group are Assimilating. Here belong physicists, biologists, mathematicians, sociologists, philosophers, computer scientists and economists. These learners are focused on abstract ideas and concepts. They consider everything from a logical perspective and find it hard to memorize things that do not appear logical to them. In class they prefer individual work, readings, and they thoroughly explore meaning behind every idea. The smaller Diverging group involves journalists, public administrators, historians and specialists in literature/literary critics. They prefer to observe and listen rather than take action. In English classes they prefer working in groups and like gathering information. They are imaginative, outgoing, dynamic, and they enjoy generating ideas through brainstorming sessions and discussions. This group of learners are looking for personalized feedback. Philologists demonstrate the qualities inherent in the Accommodating style. Their obvious preference is for direct practice – they learn by doing and experiencing. They tend to rely on intuition rather than on logic. They are happy to work in groups and gather information. At the same time, they eagerly try out different approaches to solving problems. The Converging style is represented by economists and computer scientists. These professionals are characterized by creativity and pragmatism. They take a preference for technical tasks rather than interpersonal ones. In class, they favour experimenting with new ideas and enjoy case studies and simulations, where they can practically apply their knowledge and skills, define problems and find solutions. The small portion of scientists of the representative sample who concentrate on three or four styles evenly encompasses a sociologist, a historian and three economists. Their kite would be diamond-shaped with almost equal sides.

We arrive at the conclusion, that, in contrast to younger learners, the qualified specialists in various academic fields are markedly more stable and established in their learning preferences and techniques. Furthermore, the latter are predominantly open/perceiving as compared with younger, closure-oriented learners. These factors, along with the specifics of each academic background and other peculiarities of adult learning, should be taken into consideration when planning adult English courses and administering tests.

Unfortunately, the theory of learning styles and preferences attracts a lot of criticism on the grounds that it remains admittedly imperfect. Despite numerous in-depth studies, no clear-cut distinction between the characteristic learning behaviours of various types of learners has been recognized so far. The obvious reason for this dilemma is that in practice hardly anyone can represent a unique learning style. Moreover, the features of various categories outlined in meticulously detailed inventories frequently overlap, making the distinction even more obscure. Last but not least, learners are different genetically. Even having substantially the same learning preferences cannot make any two persons absolutely identical in terms of how they receive and digest educational information. Nonetheless, for EFL teachers it can be a worthy endeavour to get to know their students and guide them in their challenging task of mastering a foreign language.

#### Notes

1. *The Learning Style Inventory* is a construct grounded in several tested theories of thinking and creativity. The ideas of accommodation and assimilation derive from Jean Piaget's definition of intelligence as the balance between the process of adjusting new concepts to the external world and the process of fitting observations of the world into current concepts, respectively. Similarly, the processes of convergence and divergence have been identified by J. P. Guilford's structure-of-intellect model /Kolb, 1999: 8/.

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**Մ. ԿԱՐԱՊԵՏՅԱՆ – Անգլերենի դասընթացում ուսուցման ոճերի ազդեցությունն ուսանողների պատրաստվածության վրա.** – Յուրաքանչյուր անհատ նոր նյութն ընկալելու և ուսանելու իր ուրույն ձևն ունի: Մենք ընկալում ենք աշխարհը և ձեռք ենք բերում գիտելիքներ տարբեր եղանակներով: Հոդվածում ուսումնասիրվում են ուսանելու ոճերի երկու տարբերակ. ընդհանրական մտեցումը կամ ոճը, որը ներկայացնում է բազում ճանաչված կադապարներ և մեր սեփական դիտարկումները, ինչպես նաև՝ Դեվիդ Քոլբի տեսությունը: Առաջինն անմիջապես վերաբերում է անգլերենի ուսուցմանը բակալավրիատում և մագիստրատուրայում: Երկրորդը՝ համապատասխանեցված է անգլերենն ուսումնասիրող մեծահասակների կողմից նյութի յուրացման գործընթացի առանձնահատկությունների ուսումնասիրությանը: Հոդվածում երկու տարիքային խմբերը համեմատվում են ըստ ուսանելու իրենց առանձնահատկությունների և անհատական նախասիրությունների: Հոդվածում նաև անդրադառնում ենք տարբեր ոճերով սովորողների ներդաշնակ ուսուցման հարցին:

**Բանալի բառեր.** ուսուցման ոճեր, անգլերենը որպես օտար լեզու, զգայական ընկալում, անհատականության տեսակներ, իմացական կարողություն, իրական փորձ, արտացոլող դիտարկում, վերացական հասկացողություն, ակտիվ փորձարարություն, ուսուցման արդյունավետ եղանակներ

**М. КАРАПЕТЯН – Влияние стилей обучения на языковую деятельность студентов на уроках английского языка.** – Каждый из нас имеет индивидуальный стиль обучения. Мы познаем и воспринимаем информацию различными способами. В статье рассматриваются две теории о стилях обучения: комплексная концепция, построенная на базе многочисленных признанных моделей и наших собственных наблюдений, а также модель Колба. Первая непосредственно относится к обучению английского языка в бакалавриате и магистратуре. Вторая адаптирована для понимания психологии обучения взрослых, изучающих английский. Проводится сравнительно-сопоставительный анализ обеих возрастных групп в плане особенностей их обучения, а также их индивидуальных предпочтений. Статья также рассматривает вопрос о сбалансированном обучении различных типов обучаемых.

**Ключевые слова:** стиль обучения, английский язык как иностранный, сенсорное восприятие, тип личности, когнитивная способность, конкретный опыт, рефлексивное наблюдение, абстрактная концептуализация, активное экспериментирование, методы и стратегии обучения