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Learning Style Preferences of Korean University Students

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ABSTRACT

The current dissertation presents the results of an investigation into the language learning style preferences of Korean university students. Subjects for the study were sixty-seven students studying various foreign languages in different universities in Seoul, South Korea. The research investigated the categories of learning styles used by the respondents, with the aim to discover the preferences of such students and compare the results with previous research in the field in order to determine whether and to what extent changes have occurred over time. Subjects completed an online questionnaire – Reid’s (1987) self-reporting questionnaire of perceptual learning styles integrated with additional questions – through which data was collected on their learning style preferences. Variables such as gender, major field, and study abroad experience were taken into account in order to discover their influence on the preference of specific categories of learning styles. The main findings of the research were: 1) auditory learning has replaced visual learning as the most preferred learning style and 2) individual and group learning have persistently received respectively a minor and negative preference. Implications of the study are presented and discussed, and two models of instruction are proposed – multi-style and communication-oriented – as they appear to best fit the needs and preferences of the subjects of this research.

1. Introduction

When trying to understand what leads learners to reach success and autonomy in learning a foreign language, teachers and researchers are faced with the students' different learning styles and strategies.

Therefore, throughout the years, a number of studies have been conducted in order to investigate such elements and discover their role in the language learning process (Rubin, 1975; Keefe, 1979; Gardner, 1985, 1997; Reid, 1987; Nunan, 1988; Oxford, 1989, 2003; Dornyei, 1994; Felder, 1995, 2005; Benson, 2005).

From the above-mentioned studies it has emerged that being aware of the students' learning styles and making the learners themselves discover and recognize their own styles is essential, since students are individuals with different capabilities, strengths, needs, and preferences, and the traditional "one-size-fits-all" teaching approach cannot meet such diverse learning needs and predilections.

In addition to the individuality of the students, many other non-linguistic and psychological variables are believed to affect the process of language acquisition. One of the most influential elements seems to be the learners' cultural background.

Specifically for what concerns Asian students, it has been revealed that they have particular characteristics in their learning styles, which could be associated with the Confucian tradition that is at the base and characterizes their societies (Finch, 2008; Lee, 2011; Sit, 2013). For example, Asian students are generally reserved and tend to be silent and not to speak aloud in class if not directly addressed, thus reflecting the Confucian tradition of respecting the elders and those who represent the authority.

The aim of the present study is to investigate the learning style preferences of a particular category of Asian students, Korean learners, since the research that involved or was carried out exploring solely this category of students is less copious compared to the one conducted on other Asian learners. Moreover, the existing research was undertaken outside of Korea, with students who were studying English in the U.S., using questionnaires written only in English and, considering that approximately twenty years have passed since such research has been carried out, more up-to-date studies seem to be needed. In fact, Korean society has been rapidly changing and

evolving, hence the language students' needs, expectations, and styles could have changed together with it, bringing the necessity to notice such changes, if they have actually occurred, in order to design language classes that best fit the new learners.

It is in such a context that the main research question of the current study arises. It appears relevant and useful to discover contemporary Korean university students' learning style preferences and to determine whether and to what extent they have changed over time. An additional research question concerning the influence of some variables – gender, major field of study, and study abroad experience – on the students' learning style preferences will follow.

Thus, in Chapter 2, the literature on learning styles, in particular those of Asian learners, will be reviewed in order to provide a theoretical framework that will account for the discussion of the data of the research. A definition and some models of categorization of learning styles will be provided and the main applications of style to language learning developed by some of the major scholars in the field will be introduced. Then, the importance of learner individuality and cultural diversity will be emphasized, focusing in particular on the characteristics and styles of Asian learners. Finally, the history of English Education in Korea and previous studies on Korean learners, whose instrument of research the current study uses, will be presented.

In Chapter 3, the methodology employed in the current research will be outlined. The context of the study will be looked at and the research questions and the hypotheses formulated will be described. The instrument of data collection – Reid's Perceptual Learning Style Preference Questionnaire (1987) translated into Korean and integrated with additional questions – will be explained in detail and the category of participants involved in the study – sixty-seven Korean students studying in different universities in Seoul, South Korea – will be defined as well. Finally, the methodology of data analysis and the procedure adopted to catalogue, graphically represent, and understand the data will be outlined.

In Chapter 4, the data collected will be presented and analyzed through a descriptive analysis. The graphs and tables drawn in relation to the research questions will be provided and explained in detail, in order to be discussed in the following chapter.

Chapter 5, in fact, contains the discussion of the data and the implications of the study. The findings of the two research questions will be explored separately and looked at in detail and the outcome will be explained with reference to previous studies and existing literature in support of the hypotheses formulated. After extensively discussing the findings and providing the answers to the research questions, the implications of the study will be presented. Two instruction methodologies will be proposed – a multi-style teaching approach and a communication-oriented method of instruction – and their relevance in particular for the subjects of this research will be emphasized. Some suggestions for instructors will then follow, consisting of practical examples of teaching techniques and activities that could help the learners to overcome their difficulties and receive a more enjoyable and effective instruction. Finally, the limitations of this study will be taken into consideration and some suggestions and directions for further research will be briefly looked at.

Chapter 6 represents the conclusion of this dissertation, where final remarks will be outlined.

The present research, therefore, provides up-to-date data concerning Korean university students' preferred learning styles, which might give valuable information to be used by foreign language teachers and curriculum developers in the design of foreign language classes in South Korea. However, the findings of this research might have relevant implications not only for the specific category of learners investigated, but also for foreign or second language learners in general. In fact, this research could be considered as a small contribution to the studies on foreign language learning, in particular for what concerns learners' learning styles and their importance for obtaining successful learning outcomes and helping students become autonomous, which is the instructors' "ultimate educational goal" (De Vita, 2001).

2. Literature review

In this chapter, an overview of the previous work conducted in the field of second language acquisition will be provided, with a focus on learning styles in particular those of Asian and Korean students, who are at the center of the present study. The aim is that of presenting a theoretical framework, which will give an insight on the state of the art in the field and will account for the discussion of the data of this research.

First, a definition and some models of categorization of learning styles and learning strategies will be given and their relevance and implications will be explored. The notion of learning styles is extremely important in the context of this study, since it is the focal point investigated in the present research. Therefore, the main application of style to language learning developed by Witkin and the categorization and explanation of language learning styles by Reid and Oxford, some of the major scholars in the field, will be introduced.

Then, the importance of learning styles in the process of language acquisition will be highlighted and contextualized in the frame of the good language learner model. The relevance of the acknowledgement of learner diversity will be then presented, with an in-depth reference to student individuality and cultural diversity, elements that have a great influence on the students' learning styles. The effects of the match or mismatch of student and teacher styles will be also tackled, since they are relevant in the context.

Seeing as how the students' cultural background conditions their learning style preferences, the characteristics and the styles of Asian students in particular will be specified, in order to understand their differentiation with students belonging to other ethnicities and cultural traditions.

Finally, a paragraph concerning the history of English Education in Korea and the various policies adopted by the government, from the first introduction of English language teaching until the present time, will be introduced.

The very last part of this chapter will regard the learning styles of Korean students as reported by the studies conducted by Reid and Park, which used Reid's Perceptual Learning Style Preference Questionnaire as the instrument of research. The findings

of such researches will be then discussed and explored further in a subsequent chapter and a comparison with the results of the present study will be provided.

2.1 Learning styles and strategies

During the late twentieth century, in the field of second language acquisition, the concept of the uniqueness of the individual and the acknowledgement that all students have the potential to learn effectively, if instructed properly, arose.

Non-linguistic psychological and social factors have been extensively investigated since they were considered to contribute to the process of language acquisition. Such aspects are, for example, language aptitude, learning style, age, motivation, strategy use, gender, ethnicity, cultural background, etc. (Rubin, 1975; Keefe, 1979; Gardner, 1985, 1997; Reid, 1987; Nunan, 1988; Oxford, 1989, 2003; Dornyei, 1994; Felder, 1995, 2005; Benson, 2005).

To isolate and scale psychological and sociological variables and correlate them with linguistic outcomes, there was an extensive use of quantitative experimental and survey methods, which analyzed the strengths of different learner factors and how they interrelate. Research studies led researchers, then, to describe the good language learners in terms of personal styles and strategies.

2.1.1 Learning strategies

As previously mentioned, scholars in the field of SLA (Second Language Acquisition) identified and described a number of learning strategies. These are defined as operations used by learners to aid the acquisition, storage and retrieval of information (Oxford, and Nyikos, 1989: 291), and as “a conscious and mindful action that the learner wittingly manipulates for his own purposes” (Coonan, 2012: 66). Learning strategies, in fact, help learners to assimilate new information into their own existing mental structures, to improve their language knowledge and skills and make them get through difficult or unexpected situations on their own even outside the school environment. Learning styles and strategies are considered as interrelated, since learning strategies make manifest the students’ learning styles (Ehrman, et al., 2003).

Oxford, who is considered to have provided the most inclusive taxonomy of language learning strategies, classified the strategies into six groups (Oxford, and Nyikos, 1989; Oxford, 2003):

1. *Cognitive strategies* for associating new information with existing information in long-term memory;
2. *Metacognitive strategies* for planning, arranging and evaluating the learners' own learning process;
3. *Memory-related strategies* for learning and retrieving information, memorizing vocabulary and structures;
4. *Compensatory strategies* for overcoming deficiencies in knowledge of the language;
5. *Social strategies* for interacting with others and managing discourse;
6. *Affective strategies* for directing feelings, motivations and attitudes related to learning.

Good language learners were discovered to be using all these strategies, in an appropriate and successful way. As McDonough stated, they did not seem to use more or better strategies than the less skilled learners, but the difference seemed to lie in the fact that “the good language learners of course were using them successfully and the poor language learners were floundering about and failing to use them well” (Archibald, 2006: 64).

Therefore, researchers investigated the variables affecting the use of learning strategies in order to discover which aspects of the strategy use the success may lie in. The results of the research studies have demonstrated that the factors affecting the choice of language learning strategies include degree of awareness, age, sex, kind of task, leaning stage, personality traits, motivation, learning context, individual styles, and cultural differences in cognitive learning styles (Rubin, 1975; Oxford, and Nyikos, 1979; Oxford, 2003).

In particular, in the case of university students, the proficiency of the learners seems to significantly affect the use of some categories of learning strategies, the memory-related and the affective ones, in that as learners progress to higher proficiency and their arsenal of vocabulary and structures has become larger, they need such strategies

much less. In fact, memory-related strategies are used for memorizing vocabulary and structures in initial stages of language learning, and also affective strategies are more needed in the first stages of the learning process, since in that phase learners feel anxiety when performing in the foreign language and do not possess a high proficiency (Oxford, and Nyikos, 2003).

2.1.2 Learning styles

Another fundamental concept regarding language learners and their process of language acquisition is that of learning style.

Learning styles are defined as “the general approaches – for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject” (Oxford, 2003: 2), which are important in that they are “useful heuristics for understanding students and designing effective instruction” (Felder, and Brent, 2005: 59). They represent the characteristics and ways to learn preferred by the students during the learning process, therefore they are personal and individualistic. Furthermore, a learning style is a “biological and developmental set of personal characteristics that makes the identical instruction effective for some students and ineffective for others” (Park, 2000: 22).

In Table 1, a summary of the six main definitions of learning styles for EFL (English as a Foreign Language) students are quoted, as reported by Peacock (2001: 2):

Table 1. *Six definitions of language learning styles (Peacock, 2001: 2)*

Author	Year	Definition
Keefe	1979	Cognitive and affective traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment
Reid	1987	Variations among learners in using one or more senses to understand, organize, and retain experience
Willing	1988	Natural, habitual, and preferred ways of learning . . . a clear, comprehensible and coherent set of likes and dislikes
Spolsky	1989	Identifiable individual approaches to learning situations
Rossi-Le	1995	The preferred mode for perceiving, organizing, and retaining information
Reid	1995	Natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills

Moreover, a number of models describing the learners and their learning styles were designed, and the main and most used by subsequent studies are briefly summarized in the following table.

Table 2. A Summary of Learning Style Models or Inventories

Model / Inventory	Dimensions
Dunn & Dunn (1975)	environmental, emotional, sociological, physical, psychological
Witkin (1979)	analytic/holistic
Kolb (1984)	converger, diverger, assimilator, accommodator
Myers-Briggs (1985)	extravert/introvert, sensor/intuitor, thinker/feeler, judger/perceiver
Reid (1987)	visual, auditory, kinesthetic, tactile, group, individual
Willing (1987)	converger, conformist, concrete, communicative
Felder and Silverman (1988)	sensing/intuitive, visual/verbal, active/reflective, sequential/global
Oxford (2003)	visual/auditory/hands-on, extroverted/introverted, intuitive/concrete-sequential, closure-oriented/open, global/analytical

The initial application of style to language learning has been through the concept of field dependence/independence, developed by Witkin (1962). Witkin *et al.* (1979) have proposed the contrast between analytic and holistic individuals. Analytic individuals are the ones who, faced with a situation that requires decision making, are able to deconstruct the problem and analyze its single components, in order to find a solution in a rational way. Such people, though, are generally aloof and have difficulties in interpersonal relationships, having a hard time working in a team (Skehan, 1998: 237). Therefore, in the field of language learning, they are considered to be field independent, having the ability to skim through the learning materials, separate the essential from the unnecessary, focusing, thus, on the most important elements and eliminating the rest, developing the maximum efficiency in language learning (*Ivi*: 238).

On the other hand, holistic individuals are less analytic and perceive situations as wholes, without lingering over the components, and relying more on external factors when making judgements. They are thought to be sociable, person-oriented, and warm. Being field dependent, holistic people are likely to be naturally comfortable in interaction situations and their desire to communicate could greatly develop their interlanguage systems (*Ibidem*).

In sum, it can be assumed that field independent individuals do better on non-communicative, more analytical tests, while field dependent individuals are more successful in communicative situations, having a good attitude towards language use.

This being said, “what is being claimed is not that some people have greater ability than others, rather that there are differences in the way different people interact with the world and with the ways in which they perceive and organize information. Neither pole of style dimension is regarded as being as ‘better’ but instead is simply seen to suggest alternatives. Further, each pole is seen as having advantages for different tasks. Some of the time an analytic predisposition will be an advantage, while on other occasions being person-oriented will be equally but differently advantageous” (Skehan, 1998: 239). This highlights the importance of considering the students as equal, but different in their individuality, but also not to view them as having a single orientation, since there are a lot of “in-between” styles (*Ibidem*).

Reid, one of the major scholars in the field of learning styles, who designed the Perceptual Learning Style Preference Questionnaire (Reid, 1987), divided the learning styles preferences of ESL (English as a Second Language) students into six categories: *visual*, *auditory*, *kinesthetic*, *tactile*, *group learning*, and *individual learning*.

1. *Visual learning*: students learn well from seeing words in books, on the board, and in workbooks. They remember and understand information and instructions better if they read them, and they need to take notes when listening to lectures.
2. *Auditory learning*: students learn from hearing words spoken and from oral explanations. They remember information by reading aloud or by moving their lips as they read, and benefit from hearing audiotapes, lectures, and class discussions.

3. *Kinesthetic learning*: students learn best by experience, by being involved physically in classroom experiences. They remember information well when they actively participate in activities, field trips, and role-playing in the classroom.
4. *Tactile learning*: students learn best when they have the opportunity to do hands-on experiences with materials. That is, working on experiments in a laboratory, handling and building models, and working with materials.
5. *Group learning*: students learn more easily when they study with at least one other student, and are likely to be more successful when working with others. They value group interaction in class and they remember information better when working with a group of classmates.
6. *Individual learning*: students learn best when they work alone. They understand the material best when they learn it on their own, and make better progress in learning when working by themselves.

Moreover, Reid produced two major hypotheses about learning styles, which were of great interest and led to a number of subsequent studies in the field:

H1: All students have their own learning styles and learning strengths and weaknesses.

H2: A mismatch between teaching and learning styles causes learning failure, frustration, and demotivation.

Such hypotheses are going to be explained in the following paragraphs, and studies conducted by other scholars in support of them are going to be mentioned.

Among the other classifications of learning styles, the one given by Oxford seems relevant to introduce as it is inclusive and related to the present study. She indicates the four dimensions of learning style that are likely to be among those most strongly associated with second language learning as sensory preferences, personality types, desired degree of generality, and biological differences (Oxford, 2003: 3). In her article, Oxford gives an extensive definition and describes the characteristics of such dimensions as follows:

Sensory preferences

Sensory preferences can be divided in four main areas: *visual*, *auditory*, *kinesthetic* (movement-oriented), and *tactile* (touch-oriented). These represent the ways in which the students are more comfortable to learn and perceive their learning to be more effective. Visual learners, for example, could benefit more from visual input, for example readings, charts, videos, but could be confused by oral directions, whereas auditory learners could enjoy and profit more from auditory stimulation, such as oral lectures and audiotapes. On the other hand, kinesthetic students are more predisposed towards active lessons, which involve a lot of movement and role-plays, and tactile students enjoy working with tangible objects, such as flashcards, models or experiments.

Personality types

The four categories of personality types, based on the work of the psychologist Carl Jung, are considered to be *extraverted vs. introverted*; *intuitive-random vs. sensing-sequential*; *thinking vs. feeling*; and *closure-oriented/judging vs. open/perceiving*. It seems important to take into consideration the diverse personality traits of the students, in order to create a comfortable environment for the learners, enabling them to feel at ease and increase their language performance in the classroom.

Desired Degree of Generality

This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. *Global or holistic* students are more oriented towards communication, are interactive, and do not focus on the details; *analytic* students, instead, tend to concentrate on the particulars and are very concerned with precision.

These concepts derive from Witkin's theory of field dependence/independence (Witkin, 1962) and his definition of analytic and holistic learners (Witkin *et al.*, 1979), previously mentioned.

Biological Differences

The biological factors that appear to interact with second language learning are considered to be *biorhythms*, the times of day when students feel good and perform their best; *sustenance*, the need for food or drink while learning; *location*, the nature of the learning environment.

This is to show how many different factors can affect the learning process, and how important it is to take them into consideration when designing a language course and the related lessons. Furthermore, having in mind all the listed elements, seems to lead the instructors to a better and more complete understanding of their students.

However, it seems to be important not only to make the students feel comfortable in their usual learning style, but make them explore the other styles as well, in order to help open their minds to other methods and possibly take advantage of other approaches. Therefore, a multi-style teaching approach appears to be the most reasonable and effective way of instructing students, so as to reach all of them and at the same time enabling them to try other styles and widen their repertoire (De Vita, 2001; Felder, 2005). In fact, “some mismatching, that is exposing students to learning situations that do not naturally fall within their personal learning range, may, if done with consideration, expand the spectrum of activities students feel comfortable with, and hence lead to the development of a wholly effective, more integrated learner” (De Vita, 2001: 172). Such learners could gain the ability to select the most appropriate learning style to be used in a specific learning environment, thus meeting the ultimate educational objective of an autonomous and successful learner.

Finally, it seems necessary to remember that learning styles are not dichotomous, and that students are not characterized only by one style or another, but rather by an intersection and interaction of them, thus a balance of instructional methods seems to be the most effective to accommodate all the different learning styles (Felder, and Henriques, 1995).

2.2 Importance of learning styles

Learning styles, as previously stated, are extremely important elements in the process of language learning. In fact, “when students embark on the study of an L2, they are not merely ‘empty vessels’ that will need to be filled by the wise words of the teacher; instead, they carry a considerable ‘personal baggage’ to the language course that will have a significant bearing on how learning proceeds” (Cohen, 2009: 161). Further, “styles influence how students learn, how teachers teach, and how the two interact” (Vaishnav, 2013: 1).

Being aware of the students’ learning styles and making the learners themselves discover and recognize their own styles is essential, in that both teachers and students can understand what works best for them and what could bring them to a better performance and success in their academic ambition (De Vita, 2001; Felder, 2005). Since students are individuals with different capabilities, strengths, needs and preferences, a diverse and inclusive teaching method seems required to meet each student’s necessities and predilections, thus making the language course more effective for a wider range, if not for the totality, of the students. If only one method of teaching is used, the students whose learning preference is opposed to that may very likely be discouraged in their learning and too uncomfortable to learn effectively (*Ibidem*). In fact, “in many cases what is being taught has a less impact on learners’ achievement than the way materials are presented” (Abidin, et al., 2011: 143), showing that learning styles are an important component in the learning environment.

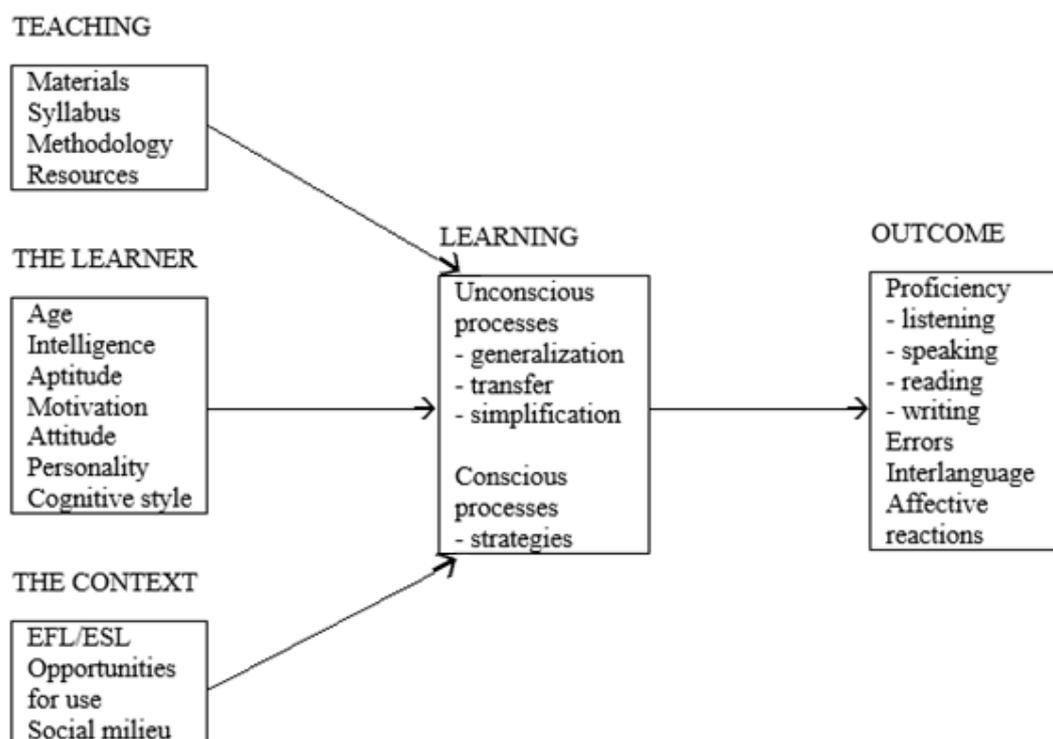
Moreover, various studies have shown the relationship between the students’ learning styles and their academic achievement. Park (2000), for example, found that low language achievers do not have a preference for auditory learning and show a negative preference for individual learning, contrary to high and middle achievers, demonstrating that language proficiency does affect the students’ learning styles. Other researches investigating the relationship between learning styles and academic achievement show that the majority of students have multiple learning styles and those who use various learning styles tend to achieve more and score better than those who make use of only one or two learning styles (Abidin, et al., 2011; Vaishnav, 2013).

2.3 The good language learner and the role of language teaching

So far, learning strategies and styles have been introduced and their importance explained. Now they are going to be contextualized in the frame of the good language learner model, or the representation of the ideal foreign or second language acquisition process and outcome.

As reported by Skehan (Skehan, 1989: 4), Naiman *et al.* (1978) proposed a model representing classes of variables in language learning, which may be divided into three independent (causative) variables – teaching, the learner, the context – and two dependent (caused) variables – learning and outcome – as shown in Figure 1.

Figure 1. The good language-learner model (Skehan, 1989: 4)



As can be noted above, the independent variables (teaching, the learner, the context) are subdivided further, since they are each composites of many independent influences. The dependent variables (learning and outcome) also need some further subdivision, consisting of various traits and elements. This, therefore, shows the complexity of the elements that influence the learning outcome.

From the reported model it can be deduced that what brings to learning is an interconnection of three factors, all contributing to it. Not only the learner and its

characteristics are important, but also teaching and the learning context are equally relevant to learning, and are, therefore, to be taken into account.

Learning is represented as a combination of conscious and unconscious processes, which represent the complexity of it, and “the outcome is seen to consist not merely of proficiency measures, but also of more qualitative aspects of performance, i.e. errors, as well as affective reactions to learning, the language, the people, and the culture concerned” (Skehan, 1989: 4).

This is to show how many potential influences affect language learning success and what the interactions involved in the process of language acquisition are. Therefore, it can be suggested not only to investigate the learner and his characteristics, but also to explore teaching, as well as the learning context, since it is a crucial element of such a process and can directly contribute to the reached outcome.

2.4 Learner diversity and teaching approaches

2.4.1 Student individuality

The importance of understanding the students’ different learning styles lies, therefore, in the fact that the traditional one-size-fits-all approach to teaching cannot meet the diverse learning needs of every student, making it hard for all of them to learn effectively and in an optimal way. In fact, “no two students are alike. They have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying” (Felder, and Brent, 2005: 57), and “their individuality may have significant consequences for their learning” (Benson, 2005: 5). In addition, students respond differently to the various teaching styles of the instructors and, based on their personal preferences and attitudes, they could feel more interested and curious, or demotivated and uninvolved. Thus, a “balanced approach that attempts to accommodate the diverse needs of the students in a class at least some of the time is the best an instructor can do” (Felder, and Brent, 2005: 57).

A very interesting research regarding the match, or mismatch, of styles of EFL (English as a Foreign Language) students and teachers has been conducted by Peacock

at the City University of Hong Kong. Reid's Perceptual Learning Style Preference Questionnaire (Reid, 1987), integrated with other questions, was used to discover the students and teachers' preferred learning styles and their opinions on one another's style. The results show that there was a mismatch between students and teachers' styles: for example, learners disfavored above all group style, whereas instructors favored it; moreover, for Western teachers, auditory learning styles were a negative preference, but a major one for the students, and for ethnic Chinese teachers.

Furthermore, interviews with the learners revealed that 72% of students felt unhappy or frustrated when the teacher's teaching style differed from their learning style, and 76% said the differences affected their learning of EFL. Such findings provide support to Reid, Peacock and other scholars' hypotheses that matching learning and teaching styles promotes more efficient second language acquisition, more learner confidence and trust in EFL teachers, and a more positive attitude to English.

Other interesting findings emerged from the additional questions to Reid's Questionnaire in the same study. For example, 41% of teachers said that students wanted them to have a more traditional, teacher-centered role, while only 22% of students agreed; only 30% of teachers said that students wanted teachers to encourage them to become independent learners, but in fact, 77% of students said that they wanted this. Such findings, then, represent quite a large teacher misunderstanding of their students, leading to further mismatching between the respective styles (Peacock, 2001).

2.4.2 Cultural diversity

In addition to learner individuality, students' cultural backgrounds have to be taken into account as well, since, as Benson stated, "diversity is perhaps most apparent in classrooms where the learners come from varied socio-cultural and linguistic backgrounds" (Benson, 2005: 5). Moreover, as De Vita asserted, "the form of the education process through which members of a society learn how to function within a culture must, in fact, play a critical role in reinforcing, if not shaping, learning style preferences that are, therefore, subject to cultural conditioning" (De Vita, 2001: 167),

thus reinforcing the idea of the impingement of learning styles and cultural traits on one another.

With her study, which involved more than one-thousand-two-hundred students with a wide variety of cultural and linguistic backgrounds, native and non-native English speakers, Reid (1987) demonstrated that ESL (English as a Second Language) students varied significantly in various ways in their sensory preferences, both from native speakers of English and from each other. Students from Asian cultures, for instance, were often highly visual, with Koreans being the most visual of all language backgrounds. Japanese speakers, instead, did not as a group identify a single major learning style and were the least auditory of all learners. In addition, Spanish speakers were found to choose kinesthetic and tactile as major learning styles and group learning as a negative style. Lastly, most ESL students strongly preferred kinesthetic learning as a major learning style, whereas native speakers of English were less tactile in their learning style preferences than all NNS (Non-Native Speaker) language backgrounds.

Another study that revealed significant ethnic group differences between various English learners is the one carried out by Park (2000), where it was observed that the combined learning style preferences were significantly affected by ethnicity, but not by gender, and that there was no significant interaction between ethnicity and students' achievement level (GPA) observed. It was also discovered that all five ethnic groups in the study exhibited some sort of preferences for visual learning, with Koreans being very visual, and that Hmong, Mexican, and Vietnamese ELs showed statistically greater preferences for group learning than Koreans and Armenians, who showed negative preference for it. Lastly, there was a significant ethnic group difference in preferences for an individual learning style, especially between Armenians, who showed major preference, and Mexican ELs, who showed minor preference.

Among the other researches on this field, a study on on-line learning of Korean as a second language (Song, and Oh, 2011), which involved learners of various cultures and countries, revealed a significant cultural group difference in the learning style preferences of such students. The results show strong associations between cultural backgrounds and learning style preferences, with, for example, American and Middle

Eastern students showing statistically significant preference for the active learning style than Chinese, Japanese, and other Asian students.

2.4.3 Asian students

For what concerns the learners' cultural differences, which seem to lead to the development of different learning styles, the focus of this study is on the characteristics and styles of Asian learners, in particular Koreans. A study on some graduate students from East Asian countries (Lee, 2011) revealed that the learners preferred to work cooperatively with their classmates, and they generally viewed themselves as appendages of their group, showing their belonging to a collectivistic culture. Further, Chinese, Japanese and Korean students stated that they seldom volunteer to answer the teacher's questions and usually do not speak in class, unless the teacher directly addresses them. This phenomenon can be explained with the concept of "face". "Face refers to the public self-image that a member of a community wants to claim for himself. It is a susceptible identity, as it is granted by other people in the same society, and can become positive or negative" (Choi, 2015: 582). Therefore, the more proficient students do not want to seem showing-off their knowledge and the others are afraid to lose their face by giving a wrong answer or expressing a not so brilliant comment. Furthermore, asking too many questions may be viewed as threatening or challenging to the authority of the teacher, who occupies a higher position, hierarchically speaking. This concept derives from the Confucian tradition of being obedient and respecting the elders and the authority.

Another relevant aspect that emerged from the study is the fact that the students reported to be usually prepared only for the test and not for their own interest or pleasure, and the English language classes were focused mainly on grammar and vocabulary.

Also Sit (2013) confirmed the inclination of Chinese students to be silent in the classroom, tendency explained by the Confucian cultural traditions, which impose to respect hierarchical relationships in society and emphasize the importance of order and respect for authorities. However, Chinese students stated that they have a casual

relationship with their teachers outside class and that they often ask questions and clarifications after the lesson is finished, thus showing that they are not passive, but reflective. Finally, the Chinese students' attitude towards memorization is interpreted by Sit as a significant strategy of learning, which underlies a real understanding of the concepts being studied, and not to be equated with mere rote learning.

In contrast to such studies, Littlewood suggested that educational contexts are more responsible for Asian learning styles than the learners themselves. In fact, he inferred that the Asian students' silent behavior in class does not reflect their actual behavior and the role that they would like to adopt, but rather shows that their performance skills and preferences depend on the learning environment (Littlewood, 2000).

In conclusion, other studies conducted on Chinese students report their general preference toward kinesthetic and tactile styles and their disfavor for group styles (Reid, 1987; Peacock, 2001), and a research at a Malaysian University confirmed that Chinese and Malaysian students prefer kinesthetic styles (Mulalic, et al., 2009).

2.5 Pedagogy and English language teaching in Korea

As described by Chang (2009), the history of English education in Korea can be divided into three periods along with the historical accidents and events of Korea: the Chosun Dynasty (1392-1897), when English education was first introduced in the peninsula, the Japanese Imperialism Period (1910-1945), and the National Curriculum Period (1954-present).

Chosun Dynasty

At the end of the nineteenth century, the Chosun Dynasty opened its door to some Western European countries such as England and Germany as well as the United States of America. Therefore, there was a need for officials who were able to communicate in the native languages of the countries for both commercial transactions and diplomatic purposes. Public institutes for the education of Korean translators were thus established, where native speaker instructors taught using the Direct Method (*Ibidem*).

In 1893, the public foreign language school was founded and six different foreign languages were taught: Chinese, English, French, German, Russian, and Japanese.

In the same period, a number of missionary schools were instituted, where English was taught mainly as a means of diffusion of the Bible and Christianity (*Ibidem*).

Japanese imperialism period

As many other fields of education, English language instruction suffered during the Japanese colonial regime. Korean people had to use Japanese in their personal lives and receive English education in Japanese, thus learning it through another foreign language and undergoing a negative impact on their English pronunciation. Moreover, since English language educators were exclusively Japanese, the Grammar-Translation Method was used as teaching method from the Japanese Imperialism period (*Ibidem*).

National curriculum period

After Korea was liberated from Japanese Imperialism, English education was delivered through a tentative syllabus, and the first national curriculum¹ was established in 1955 (*Ibidem*). The Grammar-Translation Method, in its emphasis on grammatical features and memorization, was adopted as a teaching method and English was taught through the Korean language.

As Chang reported (Chang, 2009), in the 1960s and 1970s, contemporary theories and approaches in ESL brought by teachers trained at universities in the United States influenced English education in Korea. The National Curriculum focused on the English communicative ability and the Audio-Lingual Method was adopted as a major teaching methodology.

From the 6th curriculum (1992), Korean English education policies have focused on the development of communicative competence in the students, making various reforms with respect to the previous curricula and marking a revolution in the history

¹ The term “national curriculum” refers to the educational curriculum developed by the Ministry of Education, Science and Technology of the Republic of Korea, which gives the fundamental guidelines on the academic goals, topics and teaching methodologies to be adopted in the various school levels (primary, secondary school, university, etc.). In: <http://ncic.kice.re.kr>.

of English in Korea. The most innovative element of the new curriculum was its change from the traditional grammatical syllabus to a type of notional-functional syllabus. The actual goal of the 6th curriculum was to improve the communicative competence of Korean students, instead of only grammatical competence (*Ibidem*).

Lastly, the 7th National Curriculum (1997-present), emphasizing the communicative approach and considering both language fluency and accuracy, was developed by the Korean government. The principles of the 7th National Curriculum include student-centeredness, utilization of various activities and tasks, cultivation of the communicative competence, and further development of English education for fostering logical and creative thinking. In order to support this policy, many native speakers of English have been hired in public school and private domains (*Ibidem*).

According to the 7th National Curriculum guidelines, English curriculum was then developed in two parts: a required subject and an elective subject. English as a required subject applies from the third grade of elementary school through to the first grade of high school, and English as an elective subject applies for the second and third grades of high school. Moreover, a proficiency-based language program was introduced, so as to allow students to learn according to their own abilities and interests (*Ibidem*).

To summarize, in the history of English Education in Korea various teaching methodologies have been employed, such as the Direct Method, the Grammar-Translation Method, the Audio-Lingual Method, and the communicative approach (*Ibidem*). However, by far the most extensively used method has been the Grammar-Translation Method, which is still the dominant teaching technique adopted in the Korean schools.

Consequently, despite the reforms and the efforts to change the teaching methodologies in Korea, the actual favored one appears still to be the traditional test-driven and accuracy-based approach, with a passive, teacher-centered view of learning as a mere transmission of knowledge (Finch, 2008: 209-211).

Various studies and interviews with Korean students revealed their fear and uneasiness of expressing themselves in the classroom and their lack of communication abilities,

especially in the academic environment (Tucker, 2003; Finch, 2008; Kim, 2011; Lee, 2011; Choi, 2015).

The fact that Korean learners usually do not speak spontaneously in class and do not participate in classroom discussion, showing themselves as non-confrontational and indirect in the expression of their own opinions, could be a consequence of the students' Confucian cultural background, which is still rooted in their culture. Their declared insecurities and weaknesses in spoken English, instead, might suggest the lack of speaking and communicative practice in the classroom environment (*Ibidem*).

2.5.1 Korean students' learning styles: state of the art

Previous research on learning style preferences, which used Reid's Perceptual Learning Style Preference Questionnaire (1987), has produced the following findings related to Korean ESL students (Reid, 1987; Park, 2000):

Table 3. Comparison of studies on Korean learners' learning style preferences (Reid, 1987; Park, 2000)

LEARNING STYLE	Reid (1987)	Park (2000)
VISUAL	major	minor
AUDITORY	major	minor
KINESTHETIC	major	minor
TACTILE	major	minor
GROUP	negative	negative
INDIVIDUAL	minor	minor

The data reported, thus, reveal that Korean students have multiple major learning style preferences, but show a negative preference for group learning. They appear to be very visual (in Reid's study they were reported to be the most visual among students with a total of 52 language backgrounds) and having a predilection for auditory and kinesthetic styles of learning.

However, the study conducted by Park shows a redistribution of Korean students' preferred learning styles, since no major learning style was identified, but, instead, a

multitude of minor preferences can be noted. This reveals that an apparent change occurred in Korean students' preferred learning styles, with the exception of group learning, which remained a negative preference.

It seems relevant to take note that the studies mentioned above were conducted with Korean students studying abroad, specifically in the USA, thus outside of their native country, and this fact could have had an influence on the responses of such students, who were exposed to foreign cultures and different teaching methodologies.

3. The study

In the current chapter, the methodology of the present research will be outlined.

First, a brief framework of the research will be given, with a focus on the previous research that included the same category of subjects as the present study: Korean students. Then, attention will be paid to the research questions and the hypotheses that were formulated will be presented.

Further, the instrument of data collection utilized will be presented and explained in detail in all of its parts, and a sample of the statements included in the questionnaire will be provided. The methodology of data collection and the procedure of administration of the questionnaires will be illustrated as well.

The chapter continues with the detailed description of the categories of participants involved in the study, with attention to some of the variables that will be taken into account in later chapters, as they are relevant for answering the research questions.

Finally, the method of data analysis will be outlined and the procedure adopted to catalogue, understand, and graphically represent the data will be defined.

3.1 Context of the research

As has been presented in the previous chapter, throughout the years a number of studies have been conducted in order to investigate various learners' learning styles and strategies (Rubin, 1975; Keefe, 1979; Gardner, 1985, 1997; Reid, 1987; Nunan, 1988; Oxford, 1989, 2003; Dornyei, 1994; Felder, 1995, 2005; Benson, 2005). In addition to the individual characteristics of the students, many other non-linguistic and psychological variables, which are believed to influence the process of language acquisition, have been taken into account, for example: language aptitude, age, motivation, gender, ethnicity, and cultural background.

Especially for what concerns the role of different cultural backgrounds on second or foreign language acquisition, it has been revealed that Asian students have particular characteristics in their learning styles, which could be associated with the Confucian tradition that is at the basis and characterizes their societies (Lee, 2011; Sit, 2013). For

example, Asian students are generally visual learners and prefer group learning (this last element appears to depend on the particular ethnicity of Asian students, since, for example, Chinese students seem to favor group learning, whereas Korean students showed a negative preference for it). Nonetheless, they are quite reserved and tend to be silent and not to speak aloud in class if not directly addressed, thus reflecting the Confucian tradition of respecting the elders and those who represent authority. On the other hand, however, some students reported to have a familiar relationship with the teachers outside the classroom and stated to be open to asking for clarifications and further explanations of the topics covered during the lessons.

The focus of the present study will be on a particular category of Asian students: South Korean learners. Little research has involved Korean students or has been carried out exploring solely this category of students compared to the one conducted for other Asian learners.

Since Korean culture and society has been deeply affected by Confucianism, it seems reasonable to assume that such tradition had, and still has, a considerable influence on Korean students in their acquisition of foreign languages and in their attitudes in the learning environment. In fact, as has been confirmed by some studies, such learners are quiet, taciturn, and indirect in the expression of their opinions or questions (Tucker, 2003; Lee, 2011).

Other research on ESL learners, which includes Korean learners, reported that Korean students have a strong predilection toward visual learning, but show a variety of learning style preferences, excluding group learning, for which a negative preference has been reported (Reid, 1987; Park, 2000).

The existing research, though, was conducted outside of Korea, with students who were studying English in the U.S., using questionnaires written in English and, considering that approximately twenty years have passed since such research has been carried out, more up-to-date studies seem to be needed. In fact, Korean society has been rapidly changing and evolving, hence the language students' needs, expectations and styles could have changed together with it, bringing the necessity to notice the changes, if they actually have occurred, in order to design language classes that best fit the new learners.

Therefore, the present research aims to investigate contemporary Korean learners' preferred learning styles, so as to verify if they have remained constant with those of the past or if they have undergone some changes. In order to do so, Reid's Perceptual Learning Style Preference Questionnaire (1987), together with its translation into the students' native language, so that elementary level English speakers too could easily and effectively answer, were distributed to Korean university students from various Universities in Seoul, the capital city of the Republic of Korea.

3.2 Research questions

The aim of the current research is to answer the following research questions:

1. What are the foreign language learning style preferences of Korean university students studying in South Korea? Are they consistent with those reported in the past or have they changed?
2. Is there a correlation between the variables gender, major, and study abroad experience when choosing a particular learning style?

The hypotheses formulated about the answers of these questions are:

H1 – The stronger preferences are predicted to be for visual and kinesthetic learning, with a negative preference for group learning, thus staying persistent with the past. However, some changes are assumed to have happened, due to the transformation of the Korean society. Nevertheless, the entity and scale of such changes has to be verified through the analysis of the results of the current research.

H2 – The hypothesis concerning the correlation of different variables is that the major field of study and the study abroad experience could have an impact on the preferred learning styles, especially in regard to the group and individual styles of learning.

The present study introduces the results relating to the mentioned research questions and discusses them, trying to understand in depth Korean students' learning styles, compare them with those registered in the past and interpret the findings. Moreover, the research aims at providing suggestions onto the possible applications of the

findings in designing a language class that best fits the students' needs, preferences, and learning goals.

3.3 Data collection and materials

In planning a research project, researchers are always faced with the decision of which methods and materials best fit their scope and can reveal the investigated results, in order to help them answer their research questions. In the current study, an existing and well-tested instrument, Reid's Perceptual Learning Style Preference Questionnaire (PLSPQ 1987), was used, for the sake of understanding the learning style preferences of the subjects of the research. From a copious number of models and inventories of the learning styles, this particular has been chosen because it seems to be exhaustive in fact it consists of four basic perceptual learning styles plus group and individual learning, but not overly complicated or time consuming in its compilation.

Moreover, it can provide useful data to confront with the one obtained by previous studies that involved Korean learners, all of which employed Reid's Questionnaire. Thus, a side-to-side comparison with earlier research is possible, and the matching or differing traits can be discovered and identified.

Reid's Questionnaire is a self-report questionnaire that helps learners identify the way they learn best – the way they prefer to learn – and consists of 30 Likert-type statements. The students are asked to respond on a scale of one to five (1 = Strongly agree, 2 = Agree, 3 = Undecided, 4 = Disagree, and 5 = Strongly disagree) on each of the six learning style preferences to be measured: visual, auditory, kinesthetic, tactile, group learning, and individual learning, with five randomly arranged statements for each preference. An example statement from the PLSPQ is given here for each style:

1. *Visual learners* prefer visual input, e.g. reading explanations from the board or written handouts. "I learn more by reading textbooks than by listening to lectures."
2. *Auditory learners* prefer listening, e.g. oral explanations, tapes, or discussions. "I learn better in class when the teacher gives a lecture."

3. *Kinesthetic learners* prefer active participation/experiences, e.g. experiments, role-play, or moving around. “I learn best in class when I can participate in related activities.”
4. *Tactile learners* prefer hands-on work, e.g. handling materials or taking notes. “I prefer to learn by doing something in class.”
5. *Group learners* prefer studying with others and learn better when working in groups. “I learn more when I study with a group.”
6. *Individual learners* prefer studying alone and benefit more from self-directed or independent study. “In class, I work better when I work alone.”

As previously stated, the sentences are presented in a random order, and are grouped in the six learning styles as follows:

Table 4. Distribution Reid’s questionnaire’s statements

Learning style	Statements
Visual	6, 10, 12, 24, 29
Auditory	1, 7, 9, 17, 20
Kinesthetic	2, 8, 15, 19, 26
Tactile	11, 14, 16, 22, 25
Group	3, 4, 5, 21, 23
Individual	13, 18, 27, 28, 30

The Questionnaire has been presented in its original form, but a translation in the students’ native language, Korean, has been provided as well, in order to make it easy and comfortable for the students with an elementary level of English to answer correctly and exhaustively. Such a translation, completed by the author of the present research, has been supervised by a professional Korean language teacher from the Korean Language Center of Ewha Womans University in Seoul.

Moreover, the questionnaire was preceded by a number of demographical questions so as to have some information about the students’ personal background. Such questions consisted of: gender, age, course of study, university, major, languages studied, level of proficiency, and study abroad experience. This information was used

to discover possible variables affecting the learning style preferences of the students and to categorize the learners themselves.

Finally, one open-ended question was added at the end of the questionnaire, which had the purpose to investigate the students' ideas and requests, and so give them the opportunity to freely express their thoughts and desires regarding their ideal foreign language class. The question was as follows:

- What are your suggestions for a more interesting and enjoyable language course? E.g. games (crosswords, role-play, word guessing game), activities, contents (e.g. cultural aspects of the Anglophone countries), etc.².

Therefore, the questionnaire handed out to the learners consisted of three parts:

1. Demographic information (8 questions)
2. Perceptual Learning Style Preference Questionnaire (30 questions)
3. Suggestions (1 question).

The questionnaire was sent to the students and completed on-line via Google Forms, therefore data was collected through online correspondence. Respondents received uniform instructions on how to complete the questionnaire and its relevance in understanding each learner's preferred learning styles was highlighted. In fact, the actual questionnaire was preceded by a section of explanation in which aims and guidelines on how to fill it in were clearly stated.

Finally, it was clarified that the responses were fully anonymous, so as to allow the students to answer comfortably and sincerely, without the fear of receiving any judgement.

3.4 Participants

The present research involved 67 Korean university students majoring in various fields in a number of Universities in Seoul, the capital city of South Korea. All the

² In Korean: 좀 더 흥미롭고 즐거운 외국어 수업을 위해 제안할 점이 있다면? (예: 게임, 특별활동, 콘텐츠 등).

participants voluntarily decided to join the research, and the entirety of them returned the questionnaires completed, with only 29 responses for the final open-ended question.

The majority of the respondents were undergraduates (88%) and the predominant gender of the respondents was female (61%). The age of the subjects, expressed as the international age, since Koreans have a particular way of calculating age, which makes them usually one year older than their Western counterparts³, ranges from nineteen to twenty-eight, with a mean of twenty-three years of age.

The Universities involved in the study were the Catholic University of Korea and Ewha Womans University, but students from various other institutions, including Dong Seoul University and Hanguk University of Foreign Studies, participated as well.

The participants were majoring in an extremely wide variety of fields, which, for convenience, have been grouped in Scientific Studies (61%), such as electronics, management, biotechnology, and Humanities (39%), which included foreign language and culture, education, and international affairs.

The sample consisted of relatively inexperienced language learners. Almost all of them (85%) had studied no foreign languages other than the one they were currently learning at the university, while the remaining (15%) has been studying, or had studied, at least one other foreign language. The foreign language studied by the participants were a total of seven different languages: English, studied by almost the totality of the subjects (92,5%), followed by Chinese, French, Japanese, German, Spanish, and Italian. The proficiency in the languages was self-reported.

Only 30% of the respondents reported to have participated in a study abroad experience. However, the period of the sojourn was quite lengthy, ranging from three weeks to several years.

³ In Korea, age is generally calculated with the traditional system and the counting starts when the baby is in the mother's womb. Therefore, when the baby is born he is considered to be already one year old. Moreover, Koreans celebrate their birthdays not in the day of their actual birth, but all together on the first day of the new year (1st of January), thus growing one year older all in the same day. "Koreans have a peculiar way of calculating age. When you are born, you are already one year old, and then you get another year older when New Year's Day rolls around. The result is that your hanguk-nai (한국 나이), 'Korean age', is usually one to two years older than your man-nai (만 나이), 'actual age'". (Hilts J. D., and Kim M, 2002: 228).

3.5 Methodology of data analysis

A descriptive statistical analysis was conducted to tabulate, understand and graphically represent the data.

In order to answer the first research question: *What are the foreign language learning style preferences of Korean university students studying in South Korea? Are they consistent with those reported in the past or have they changed?*, the percentages of students responding to the different statement questions and the arithmetical mean of preference of each learning style has been calculated.

First, the percentage of respondents for each sentence of the questionnaire regarding each single learning style was calculated. Therefore, the resulting graphs represent the six different learning styles (visual, auditory, kinesthetic, tactile, group, and individual) with the relative statements and the 5-scale preference attributed to them. For example, for the visual learning style, a histogram with the five sentences related to this specific style (in this case sentence no. 6, 10, 12, 24, 29) on the horizontal axis, and the percentage of subjects answering to the statement questions on the vertical axis was drawn.

Then, the results for the six learning styles were grouped in a single graph, so as to have a clear visual description of the tendency of the preference for all the categories of learning style.

Moreover, a content analysis of the final open-ended question (*What are your suggestions for a more interesting and enjoyable language course?*) was conducted in order to identify the main and recurrent themes concerning the desired activities and/or contents that the students would like to include in the foreign language classes to make them more engaging and effective.

In addition, to answer the second part of the first research question (*Are the foreign language learning style preferences consistent with those reported in the past or have they changed?*), the arithmetic means for each learning style were calculated and represented in a table. The standard deviation of the data in relation of the means was calculated as well, so as to verify the distribution of the responses and their variation in respect to the mean values.

Further, following Reid's parameters of categorization (Reid, 1987), the group means were broken down into three ranges: major, minor, and negative learning style preference. Since in the questionnaire of the present research, unlike in Reid's, in the Likert-scale the "Strongly Agree" preference was attributed to number 1 and "Strongly Disagree" preference to number 5, the results are reversed compared to those of Reid. Therefore, the means were grouped as follows: major learning style preference (11.49 or less), minor learning style preference (11.50-13.49), and negative learning style preference (13.50 and above).

In order to answer the second research question: *Is there a correlation between the variables gender, major, and study abroad experience when choosing a particular learning style?*, the participants were divided according to the three variables: gender (male/female), major (Scientific studies/Humanities), and study abroad experience (yes/no). The arithmetic means of the preferences of the learning styles were calculated for all of the mentioned variables, together with the respective standard deviation values, and the results were tabulated and compared.

To summarize, the procedure adopted to catalogue and graphically represent the data was as follows:

- Determination of size distribution of percentages of the responses observed for every statement (in a 5-point Likert scale) and for the various categories of learning styles;
- Graphic representation of distributional profiles obtained for the statements of the different categories of styles (cf. Graph 1, 2, 3, 4, 5, 6) for each single category of style;
- Graphic representation of mean profile for each category of style accumulating the profiles of the questions pertaining to the different categories of styles (cf. Graph 7);
- Content analysis of the final open-ended question;
- Calculation and tabulation of the arithmetic means for each category of learning style and classification of the means into three ranges: major, minor, and negative learning style preference (cf. Table 5);

- Calculation and tabulation of the arithmetic means of the preferences of the categories of learning styles for the three variables gender, major, and study abroad experience (cf. Table 7, 8, 9).

In conclusion, in this chapter, the methodology of the current study has been looked at in detail and the aim of the research has been outlined. Moreover, both the data collection tool and the methodology of data analysis have been exhaustively discussed, and the variety of the participants involved in the study has been presented.

4. Analysis

This chapter contains the presentation and the analysis of the results derived from the data collected in the winter 2017/2018 from the questionnaire survey of 67 Korean university students studying foreign languages in Seoul, the capital city of South Korea. The major purpose of the current study was to investigate the learning style preferences of the above subjects.

Specifically, this research attempted to identify the learning style preferences of the mentioned category of learners, determine whether a change has occurred in such preferences throughout the decades, confronting the results with the findings of previous research studies, and discover the differences of preference of three selected variables – gender, major field, and study abroad experience.

In the first part of this chapter, data concerning the first research question will be provided and analyzed. The graphs obtained for each single learning style will be reported (cf. Graph 1, 2, 3, 4, 5, 6), together with a final graph containing the six learning styles (cf. Graph 7), for a side-by-side comparison. Furthermore, the content analysis of the last open-ended question of the questionnaire will be presented and explained. Finally, a table representing the learning style preference means (cf. Table 5) and a table showing the comparison between the findings of the current study with those of previous research (cf. Table 6) will be provided.

The second part of this chapter focuses on the results concerning the second research question. The tables representing the learning style preference averages referred to the three variables investigated will be presented and analyzed (cf. Table 7, 8, 9).

A more detailed analysis and the implications of the findings will be explored further in the following chapter, which will contain the discussion of this research.

4.1 First Research Question

To start with, in order to answer to the first research question, *What are the foreign language learning style preferences of Korean university students studying in South Korea? Are they consistent with those reported in the past or have they changed?*, the

percentages of each response to the questionnaire will be presented in six graphs, one for each learning style, and then a final graph containing all the styles will be provided, so as to have a clear graphic representation of the data obtained. Then, a content analysis of the suggestions given by the respondents will be presented.

Moreover, the arithmetic means calculated for each learning style will be compared to those obtained from previous studies, with the aim of discovering if there has been a change or not.

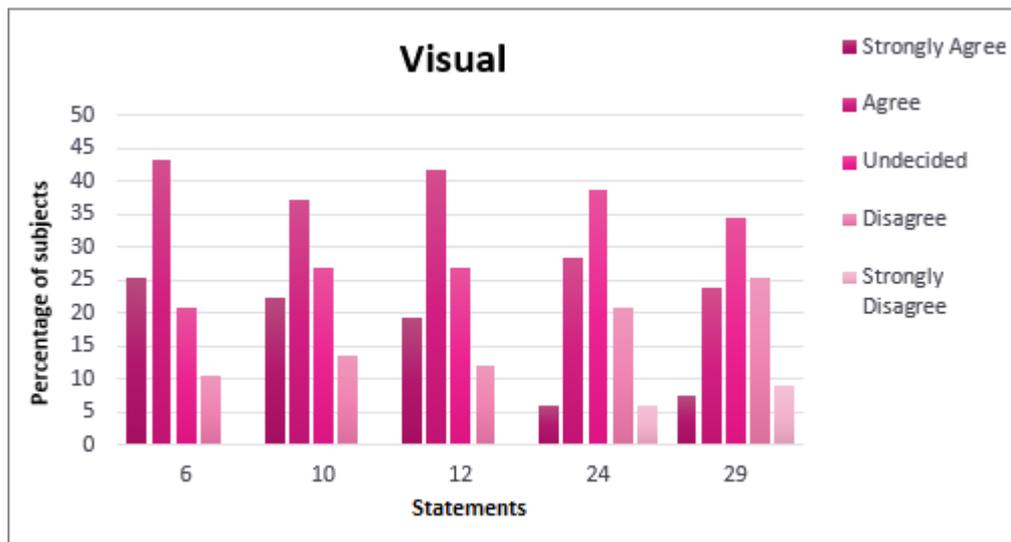
4.1.1 Learning style preferences of Korean university students

In order to answer to the first part of research question one, *What are the foreign language learning style preferences of Korean university students studying in South Korea?*, the procedure started with the determination of size distribution of percentages of the responses observed for every statement (in a 5-point Likert scale) and for the various categories of learning styles. Then, a graphic representation of distributional profiles obtained for the statements of the different categories of styles was drawn.

Visual learning style

For what concerns the first learning style investigated, the visual learning style, the results obtained are as shown as follows in Graph 1.

Graph 1. Visual learning style



The graph shows the percentages of Korean students who responded to the five statements of the questionnaire relating to the visual learning style.

The statements on the horizontal axis are, respectively:

6 - I learn better by reading what the teacher writes on the chalkboard.

10 - When I read instructions, I remember them better.

12 - I understand better when I read instructions.

24 - I learn better by reading than by listening to someone.

29 - I learn more by reading textbooks than by listening to lectures.

As can be noted from the graph, the first three statements (no. 6, 10, 12) did not receive any “Strongly Disagree” preference and the percentages of students responding “Disagree” on the same sentence questions are lower compared to those given to the other two statements (no. 24, 29).

Another aspect that can be seen from Graph 1 is that the main preference of the first three statements is “Agree”, whereas the one of the last two statements is “Undecided”, showing a difference in the modality of preference of the same learning style (i.e. visual).

Lastly, the strongest preference, “Strongly Agree”, received different scores for the various statements, remaining higher in the first three.

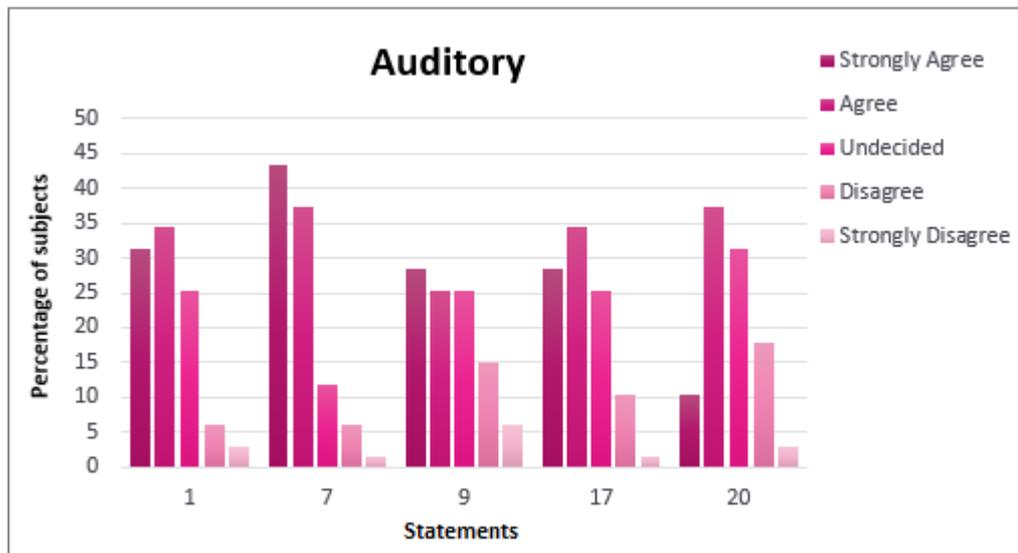
Such results suggest that Korean learners, when studying a foreign language, generally favor visual learning, but less compared to an auditory aspect such as listening to lectures, which appears to be preferred (cf. statements no. 24, 29).

Auditory learning style

For the second learning style investigated, the auditory style, the results appear as shown in the following graph.

Graph 2 shows the percentages of Korean students who responded to the five statements of the questionnaire relating to the auditory learning style.

Graph 2. Auditory learning style



The statements on the horizontal axis are, respectively:

- 1 - When the teacher tells me the instructions, I understand better.
- 7 - When someone tells me how to do something in class, I learn it better.
- 9 - I remember things I have heard in class better than things I have read.
- 17 - I learn better in class when the teacher gives a lecture.
- 20 - I learn better in class when I listen to someone.

As can be seen from the graph, the “Strongly Disagree” preference is very low for all of the statements shown, peaking at almost 6% for statement no. 9.

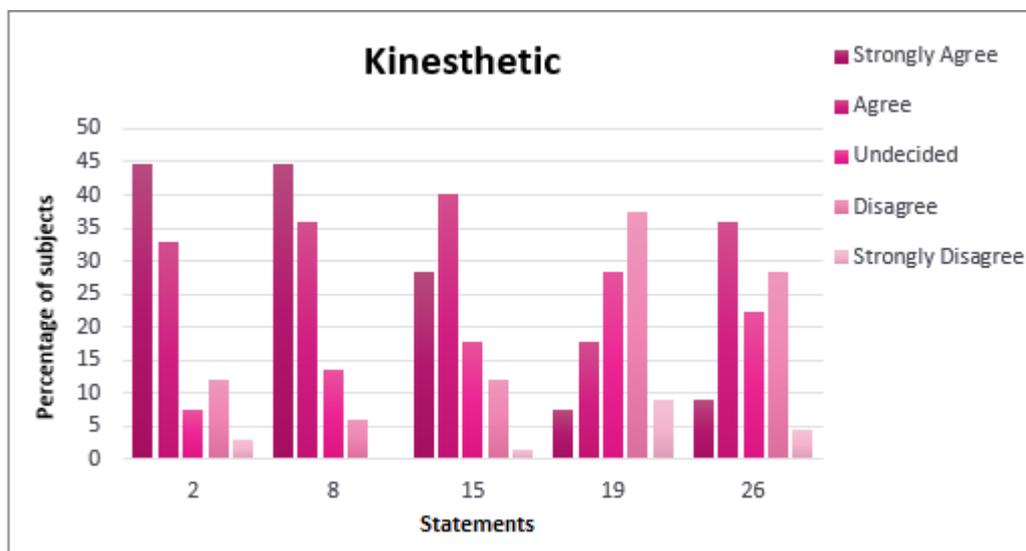
The “Strongly Agree” and “Agree” preferences are the highest, except for statement no. 20, where “Undecided” received a higher preference than “Strongly Agree”.

The most favored statement seems to be no. 7 (*When someone tells me how to do something in class, I learn it better*), where about 43% of the respondents chose the “Strongly Agree” preference, revealing, thus, how almost half of the participating Korean students appear to learn better when receiving oral instructions and explanations.

Kinesthetic learning style

Data collected for the kinesthetic learning style are represented in Graph 3.

Graph 3. Kinesthetic learning style



In Graph 3, the percentages of Korean students who responded to the five statements of the questionnaire relating to the kinesthetic learning style are represented.

The statements on the horizontal axis are, respectively:

- 2 - I prefer to learn by doing something in class.
- 8 - When I do things in class, I learn better.
- 15 - I enjoy learning in class by doing experiments.
- 19 - I understand things better in class when I participate in role-playing.
- 26 - I learn best in class when I can participate in related activities.

What emerges from Graph 3 is a mirror distribution of the responses. The first three statements (no. 2, 8, 15) display a very high percentage for the “Strongly Agree” and “Agree” preferences (at statements no. 2 and 8 there is a peak of almost 45% at the “Strongly Agree” preference). On the other hand, the other two statements (no. 19, 26) exhibit a high percentage of the “Disagree” preference, which peaks at about 37% for statement no. 19.

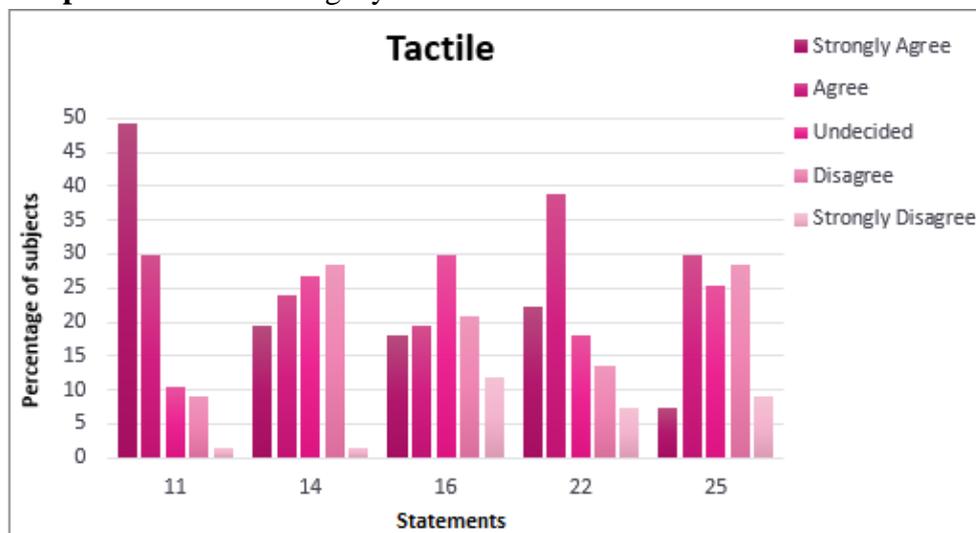
Therefore, the results show how Korean students generally feel like they do not have a better understanding of the concepts presented in class when participating in role-play activities (cf. statements 19, 26), whereas they seem to enjoy and benefit most

from doing things in class (these could be for example active participation, real-life-like experiences, etc.).

Tactile learning style

Moving on to the next learning style, the tactile one, the results obtained are depicted as follows in Graph 4.

Graph 4. Tactile learning style



The graph shows the percentages of Korean students who responded to the five statements of the questionnaire relating to the tactile learning style.

The statements on the horizontal axis are, respectively:

- 11 - I learn more when I can make a model of something.
- 14 - I learn more when I make something for a class project.
- 16 - I learn better when I make drawings as I study.
- 22 - When I build something, I remember what I have learned better.
- 25 - I enjoy making something for a class project.

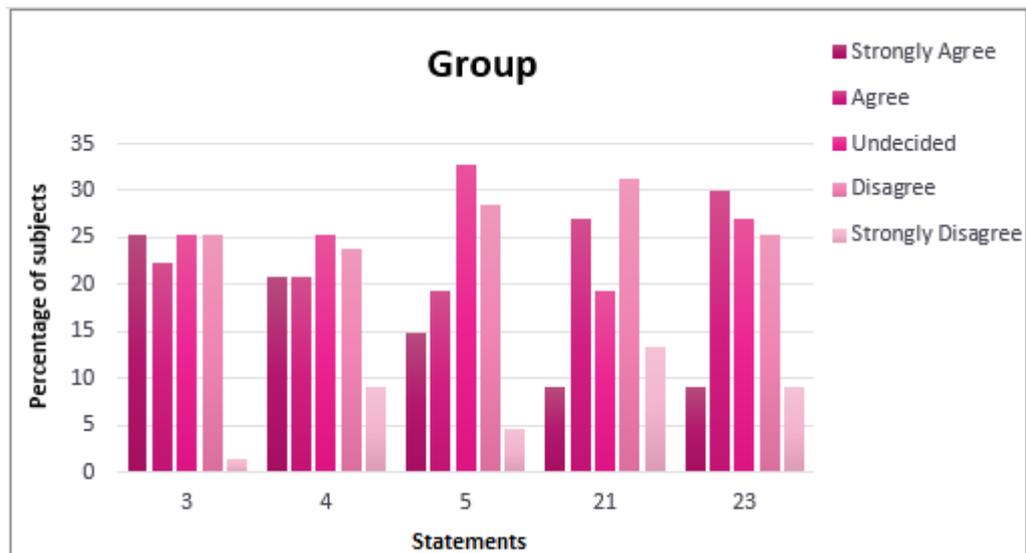
As can be noted from the graph, the distribution of the preferences for the statements of the tactile style of learning are extremely varied.

The elements that seem to be most relevant to notice are the following. Statement no. 11 (*I learn more when I can make a model of something*) peaked at almost 50% for the “Strongly Agree” preference, and statements no. 14 and 25 (both concerning class projects) received a considerable amount of responses for the “Disagree” preference.

Group learning style

The next learning style investigated is the group style of learning, for which Graph 5 has been drawn.

Graph 5. Group learning style



Graph 5 shows the percentages of Korean students who responded to the five statements of the questionnaire relating to the group learning style.

The statements on the horizontal axis are, respectively:

- 3 - I get more work done when I work with others.
- 4 - I learn more when I study with a group.
- 5 - In class I learn best when I work with others.
- 21 - I enjoy working on an assignment with two or three classmates.
- 23 - I prefer to study with others.

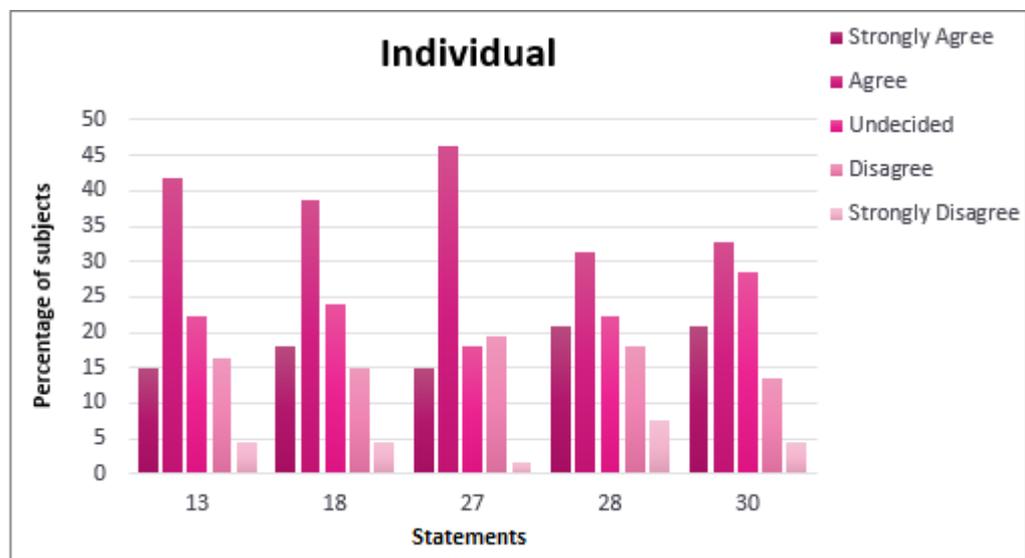
As shown by Graph 5, the percentages of subjects responding “Disagree” and “Strongly Disagree” is high for all of the statements, peaking at about 31% for statement no. 21 at the “Disagree” preference. Statement no. 5 (*In class I learn best when I work with others*), instead, peaks at almost 33% for the “Undecided” preference.

Generally, for this category of learning style the results seem to be quite diverse, with contrasting responses within the same statements (for example, statement no. 3 received equal percentages of responses for the “Strongly Agree”, “Undecided”, and “Disagree” preferences).

Individual learning style

Lastly, the results obtained for the individual learning style are presented as follows in Graph 6.

Graph 6. Individual learning style



In Graph 6, the percentages of Korean students who responded to the five statements of the questionnaire relating to the individual learning style are represented.

The statements on the horizontal axis are, respectively:

13 - When I study alone, I remember things better.

18 - When I work alone, I learn better.

- 27 - In class, I work better when I work alone.
- 28 - I prefer working on projects by myself.
- 30 - I prefer to work by myself.

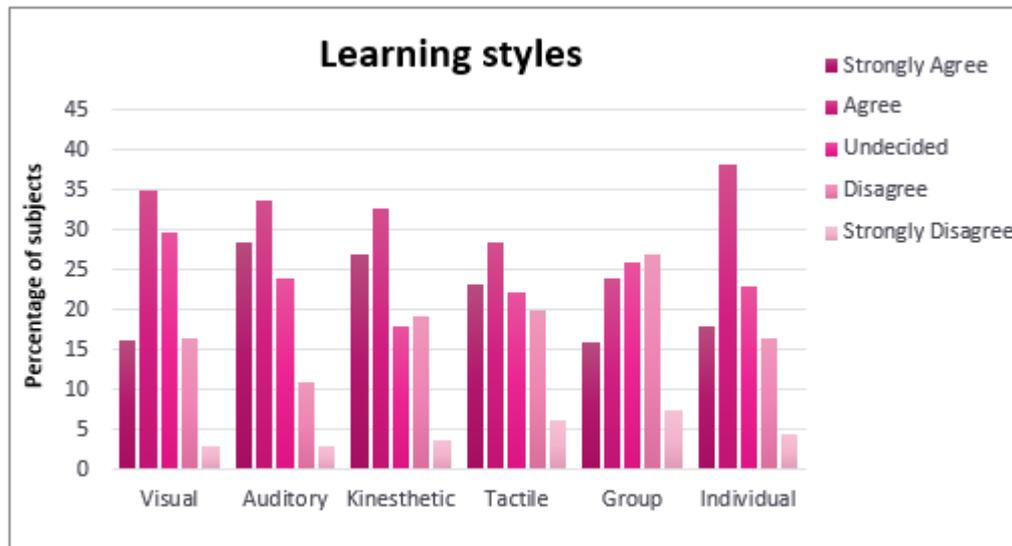
As appears from Graph 6, the preference favored by the respondents is “Agree”, which peaks at about 46% for statement no. 27 (*In class, I work better when I work alone*).

The “Disagree” and “Strongly Disagree” preferences generally show a lower percentage compared to their opposite preferences, thus revealing a generally diffused positive preference for the individual learning style.

Learning styles

The last graph that seems relevant to show is the one representing all of the learning styles side-by-side, as it can provide an immediate comparison between them (cf. Graph 7).

Graph 7. Learning styles



Graph 7 reports the percentages of subjects responding to the various sentence questions of the questionnaire, grouped by the learning style they belong to. Therefore, on the horizontal axis of the graph are represented the six categories of learning styles.

As shown in Graph 7, the “Strongly Disagree” preference never rose above 10%, the peak, in fact, can be found in the group style of learning, where it reaches the 7.5%.

For the same category of learning – group – the “Disagree” preference is the highest, showing how this style is the least favorite by the subjects of the present study.

Further, the preference that received most of the scores is “Agree”, which peaks at around 38% for the individual style of learning.

Seeing as auditory learning has the highest “Strongly Agree” and “Agree” preference, it seems to be the most favorite of the learning styles.

4.1.2 Korean students’ suggestions

The analysis of data concerning the previously mentioned research question (*What are the foreign language learning style preferences of Korean university students studying in South Korea?*) proceeded with a content analysis of the final open-ended question proposed to the participants of the study.

The query was as follows:

- What are your suggestions for a more interesting and enjoyable language course? E.g. games (crosswords, role-play, word guessing game), activities, contents (e.g. cultural aspects of the Anglophone countries), etc.⁴

Only 29 out of 67 students submitted a response to it and the suggestions provided by the respondents could be grouped in three major areas, as the themes that emerged from the content analysis were recurrent in the various answers. The activities inside and/or outside the classroom proposed by the students were, in order of frequency, as follows:

- Role-play and games, such as the word guessing game and word quizzes, which include a prize for the winner (in order to foster a healthy competition between classmates);

⁴ In Korean: 좀 더 흥미롭고 즐거운 외국어 수업을 위해 제안할 점이 있다면? (예: 게임, 특별활동, 콘텐츠 등).

- Dialogues in class using exclusively the foreign language studied, simulating real-life conversations and allowing the learners to practice the grammar and expressions acquired;
- Encouragement to use the foreign language outside the classroom, with activities such as listening to songs, watching movies and/or reading books in the foreign language (followed by an in-class oral discussion or written review about them) and organization of a language exchange program with peer native speakers through chats or meetings.

Some of the recommendations of the students were the following:

“I think that playing games would make us work harder because of the rising of competition (between classmates).”⁵

“I would like to participate in role-plays where we can have real-life conversations as we would have between friends.”⁶

“Learning about cultural aspects during class is always interesting but I think encouraging students to use the language outside of classes (chat with foreign friends, watch movies, listen to songs) is the best way.”

“Cultural contents are important when studying a foreign language. However, during class I would really like to cover various topics in the foreign language (through movies, novels, etc.) and then doing many activities between classmates such as reviews or discussions.”⁷

“Games with prizes.”

⁵ Original answer: “게임을 하면 경쟁심이 생겨서 더 열심히 할 것 같아요.”

⁶ Original answer: “실제로 해외에서 대화하는 것처럼 상황극을 했으면 좋겠습니다. 친구들과끼리 이야기하는 것처럼”

⁷ Original answer: “외국어 학습에는 문화체험도 중요한만큼, 원어로 된 다양한 콘텐츠 (영화, 소설 등)를 수업 차원에서 다루고, 그 테마에 대해 학습자들이 원어로 리뷰를 하거나 함께 토론하는 식의 교습방식이 많으면 좋겠습니다!”

“Receiving prizes!!”⁸

Such suggestions reveal Korean university students’ need and desire to practice the foreign language in a number of different and engaging activities focused on developing their communication skills in real-life-like situations and ideally even with native speakers.

4.1.3 Comparison with previous studies

For what concerns the second part of the first research question, *Are the foreign language learning style preferences of Korean university students consistent with those reported in the past or have they changed?*, the arithmetic mean for each preference was calculated and tabled (cf. Table 5) according to Reid’s classification in three ranges (Reid, 1987). Such ranges are major, minor, and negative learning style preferences.

However, since in the questionnaire of the present research, unlike in Reid’s, in the Likert-scale the “Strongly Agree” preference was attributed to number 1 and “Strongly Disagree” preference to number 5, the results are reversed compared to those of Reid. Therefore, the means were grouped as follows: major learning style preference (11.49 or less), minor learning style preference (11.50-13.49), and negative learning style preference (13.50 and above).

Moreover, the standard deviation, reported in the following table, and the coefficient of variation were calculated along with the mean, in order to determine the extent of variability in relation to the means and to determine if the means were a correct representative of the data.

⁸ Original answer: “상품걸기!!”

Table 5. Learning Style Preference Means

LEARNING STYLE	MEAN	S.D.*	PREFERENCE
VISUAL	12,74	3,26	minor
AUDITORY	11,32	3,58	major
KINESTHETIC	12,00	3,94	minor
TACTILE	12,83	4,11	minor
GROUP	14,34	4,90	negative
INDIVIDUAL	12,56	4,22	minor

Note: Preference means 11.49 or less = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 13.50 and above = negative learning style preference. *S.D. = Standard Deviation

Data show that the auditory learning style received a major preference, whereas the group learning style received a negative one. All the other learning styles were given a minor preference, with the mean ranging from 12,00 to 12,83. The standard deviation determined that there was not a great variation in the responses.

Therefore, the learning styles' order of preference attributed by the participants of the current study was as follows:

- 1- Auditory style (M: 11,32);
- 2- Kinesthetic style (M: 12,00);
- 3- Individual style (M: 12,56);
- 4- Visual style (M: 12,74);
- 5- Tactile style (M: 12,83);
- 6- Group style (M: 14,34).

This shows that the auditory style is the first preference and the group style the least favored of all the styles.

If the means obtained by this research are compared with those of previous studies, it can be seen that there has been a slight change in the learning style preferences of Korean students (cf. Table 6).

Table 6. Comparison of studies on Korean learners' learning style preferences (Reid, 1987; Park, 2000)

LEARNING STYLE	Reid (1987)	Park (2000)	Present research (2018)
VISUAL	major	minor	minor
AUDITORY	major	minor	major
KINESTHETIC	major	minor	minor
TACTILE	major	minor	minor
GROUP	negative	negative	negative
INDIVIDUAL	minor	minor	minor

As shown by Table 6, some changes seem to have occurred in the learning style preferences of Korean students over the decades.

The results of the current research are generally consistent with those reported by Park's research (2000). The only noticeable difference is that the auditory learning style has been attributed a major preference, thus becoming the most favorite learning style according to the responses obtained by this study.

It seems very important to notice how the group and individual styles have remained constant from the very first research conducted by Reid in 1987. In fact, the group style has still received a negative preference and the individual style a minor preference.

Reid's research had individuated many major learning styles. However, those changed into minor learning styles in the subsequent studies, showing how there has been a redistribution of preferences among Korean students, who seem to be constant only for what concerns the group and individual styles, receiving respectively a negative and a minor preference.

4.2 Second Research Question

In order to answer to the second research question, *Is there a correlation between the variables gender, major, and study abroad experience when choosing a particular learning style?*, the arithmetic means and the relative standard deviation were

calculated for each of the three variables identified. Such variables are gender (male/female), major field (Scientific Studies/Humanities), and study abroad experience (yes/no).

To determine if there is a significant difference within and between the variables, the arithmetic mean of preference for each learning style were compared and a descriptive analysis will be provided. The results are reported in the following tables (cf. Table 7, 8, 9).

Table 7. Learning Style Preference Means According to Gender

LEARNING STYLE	MALE	S.D.*	FEMALE	S.D.*
VISUAL	12,96	3,39	12,61	3,20
AUDITORY	11,84	3,27	11,00	3,76
KINESTHETIC	11,15	3,67	12,53	4,05
TACTILE	11,53	3,37	13,65	4,35
GROUP	13,26	4,99	15,02	4,79
INDIVIDUAL	13,42	4,54	12,02	3,97

Note: Preference means 11.49 or less = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 13.50 and above = negative learning style preference. *S.D. = Standard Deviation

Table 7 presents the learning style preference means according to the variable *gender*. Although the visual and individual styles are both a minor preference for the two variables, there is a noticeable difference between males and females' preferences in the other styles of learning. In fact, while males indicated a minor preference for the auditory style and a major preference for the kinesthetic one, females indicated reversed preferences (i.e. major for auditory and minor for kinesthetic). Moreover, males seemed to consider the tactile learning style as a minor preference, whereas females gave it a negative preference.

Finally, the biggest difference seems to lie in the group learning style, being attributed a minor preference by males and a negative preference by females (with the highest score of 15,02, which indicates the strongest disfavor).

The learning style preference means according to the variable *major field* are presented in Table 8.

Table 8. Learning Style Preference Means According to Major Field

LEARNING STYLE	SCIENTIFIC STUDIES	S.D.*	HUMANITIES	S.D.*
VISUAL	12,50	3,21	13,11	3,35
AUDITORY	11,15	3,75	11,59	3,36
KINESTHETIC	11,67	4,03	12,48	3,82
TACTILE	12,50	4,21	13,33	3,97
GROUP	13,37	5,06	15,77	4,37
INDIVIDUAL	13,32	4,25	11,44	4,00

Note: Preference means 11.49 or less = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 13.50 and above = negative learning style preference. *S.D. = Standard Deviation

As shown in Table 8, for what concerns the variable *major field* the results are as follows: students majoring in scientific studies showed a major preference for auditory learning and a minor preference for individual learning, whereas students majoring in humanities showed opposite preferences, indicating a minor preference for auditory learning and a major preference for individual learning.

For this variable too, the most relevant difference is the one concerning group learning, where the first group of students attributed it a minor preference and the latter a negative preference (with the highest score of 15,77, which indicates the strongest disfavor).

Finally, the learning style preference means according to the variable *study abroad experience* are presented in Table 9.

According to Table 9, the differences between students who participated in a study abroad experience and the students who did not, lie in the visual and individual learning style preferences.

Table 9. Learning Style Preference Means According to Study Abroad Experience

LEARNING STYLE	STUDY ABROAD	S.D.*	NO STUDY ABROAD	S.D.*
VISUAL	13,55	3,05	12,40	3,32
AUDITORY	11,40	4,01	11,29	3,42
KINESTHETIC	12,65	4,38	11,72	3,75
TACTILE	13,30	4,98	12,63	3,72
GROUP	15,05	5,24	14,04	4,78
INDIVIDUAL	14,15	4,49	11,89	3,96

Note: Preference means 11.49 or less = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 13.50 and above = negative learning style preference. *S.D. = Standard Deviation

Students who studied foreign languages abroad show a negative preference for both visual and individual learning, whereas students who studied foreign languages in their native country (i.e. South Korea) show a minor preference for the same styles.

An interesting constant to notice between the two categories of learners is the negative preference for the group learning, which reached a score of 15,05 (strongly negative preference) for the students who participated in a study abroad experience.

This chapter presented and analyzed the results obtained by the present study related to the proposed research questions, trying to give a clear and complete representation of the data through various graphs and tables. A more detailed analysis and the implications of the findings will be explored further in the following chapter.

5. Discussion

In the current chapter, the data presented and analyzed in Chapter 4 will be explained and discussed.

Firstly, the results concerning the two research questions will be reported, together with the hypotheses formulated at the beginning of the research related to them. The findings of the two research questions will be explored separately and will be looked at in detail. The outcome will be explained with reference to previous studies and existing literature in support to the hypotheses proposed by this study.

For what concerns the first research question, the two main points that emerged from the findings will be explored and new hypotheses regarding the outcome will be advanced.

In order to answer the second research question, instead, the results obtained for each of the three variables considered in the present study will be discussed one by one.

After extensively discussing the findings and providing the answers to the research questions, the implications of the study will be presented. Two instruction methodologies will be proposed – a multi-style teaching approach and a communication-oriented method of instruction – and their relevance in particular for the subjects of this research will be emphasized.

Some suggestions for instructors will then follow, consisting of practical examples of teaching techniques and activities that might help the learners to overcome their difficulties and receive a more enjoyable and effective instruction.

Finally, some remarks will be made about the limitations of this study and some suggestions and directions for further research will be indicated.

5.1 Answers to Research Question One

The findings of the present study concerning the first research question, i.e. *What are the foreign language learning style preferences of Korean university students studying in South Korea? Are they consistent with those reported in the past or have they*

changed?, were graphically represented in the previous chapter (cf. Graph 1 to 7, and Table 5 and 6). The first hypothesis considered in this study was the following:

H1 – The stronger preferences are predicted to be for visual and kinesthetic learning, with a negative preference for group learning, thus staying persistent with the past. However, some changes are assumed to have happened, due to the transformation of the Korean society.

The results of this research partly confirmed the above-mentioned hypothesis. In fact, the learning styles' order of preference attributed by the subjects of the current study was as follows (M = arithmetic mean of preference):

- 1- Auditory style (M: 11,32);
- 2- Kinesthetic style (M: 12,00);
- 3- Individual style (M: 12,56);
- 4- Visual style (M: 12,74);
- 5- Tactile style (M: 12,83);
- 6- Group style (M: 14,34).

Such order, thus, seems to confirm the preference for kinesthetic learning, which was the second preference of the respondents, and the negative preference for group learning, which has remained the least favorite style.⁹

However, a relevant change seems to have occurred – the one concerning the visual learning style. According to previous studies (Reid, 1987; Park, 2000), from which the above-mentioned hypothesis has been drawn, Korean students appeared to strongly favor visual learning and to be the most visual among learners of other nationalities.

The current results, instead, show how the strong preference for visual learning has been substituted by the one for auditory learning, since the first dropped to the fourth preference and the latter rose to the first.

⁹ Preference means 11.49 or less = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 13.50 and above = negative learning style preference.

As previously presented (cf. Table 6), some changes have occurred throughout the decades in the learning style preferences of Korean students.

The first research conducted by Reid in 1987 reported many major learning styles (*visual, auditory, kinesthetic, and tactile*), a single minor (*individual*) and a single negative (*group*).

The subsequent study led by Park in 2000, instead, resulted almost completely in minor preferences for all the learning styles, excluding the *group* style, which remained a negative preference.

Finally, the current research (2018) seems to be generally consistent with Park's study, since the findings show a majority of minor styles (*visual, kinesthetic, tactile, and individual*), a single major style (*auditory*), and a single negative (*group*).

To summarize, Korean students firstly showed a variety of major learning styles. Then, those changed into minor learning styles in the following studies, suggesting a redistribution of preferences among such learners. What has remained persistent from the very first research is the minor preference for *individual* learning and the negative preference for *group* learning.

Nevertheless, it is important to remember that Reid and Park's studies were conducted outside of South Korea – the native country of the subjects of their researches – and that could have had an influence on the responses of the participants, who were exposed to different teaching techniques and cultures. The present study, instead, was conducted in South Korea, with the majority of students (70%) not having had any study abroad experience.

The two most important points of the findings of the current research are thus the following:

1. Auditory learning has replaced visual learning as the most preferred learning style;
2. Individual and group learning have persistently received respectively a minor and negative preference.

For what concerns point number one (i.e. *Auditory learning has replaced visual learning as the most preferred learning style*), it seems reasonable to assume that the change of preference by Korean learners from visual to auditory learning could be a consequence of the change of the learning environment and instruction tools. In fact, various scholars stated the great influence of the learning environment and context on the learning styles and the learning outcome of the students (Rubin, 1975; Stern, 1975; Naiman, 1978; Skehan, 1989; Felder, and Brent, 2005).

In South Korea, the historically predominant teaching methodology appears still to be the traditional test-driven and accuracy-based approach, which makes use of visual-oriented methodologies such as grammar-translation or textbook-based learning (Finch, 2008). However, in the last decades, technology has greatly developed and therefore a vast number of new auditory materials and audio-visual tools have evolved and have been introduced, together with the students' much easier access to high tech equipment. This is what seems to have influenced the learners' preferences toward an auditory style of learning. In fact, the findings of the present study (cf. Paragraph 4.1.2) show how the respondents stated to favor activities that involve the use of learning materials such as songs, which are audio instruments.

Moreover, not only the wider and easier access to modern technologies and the change in the instruments available, but also the emergence of different needs and desires of the new generation of learners is believed to have affected their change of learning style preferences.

Further, such learners seem to have realized the importance of developing better communication and oral skills when studying a foreign language. In fact, among their suggestions for a more interesting and engaging language course, various students stressed the desire to participate in activities such as real-life conversations between classmates in class and with native speakers through language exchange programs (cf. Paragraph 4.1.2). Therefore, it can be deduced that contemporary Korean learners have a preference for auditory activities and learning tools, and feel the need to be more active in class in the improvement of their communicative competence.

For what concerns point number two (i.e. *Individual and group learning have persistently received respectively a minor and negative preference*) as well, the learning environment and teaching techniques are assumed to have had an impact on the learning style preferences of the students. Reid and Park support this theory, stating that culture and educational experiences seem to influence the students' preferences regarding these two learning styles (Reid, 1987; Park, 2000).

The findings of Park's study show statistically significant ethnic group differences in the preferences for group learning and therefore, as she asserted, "the negative preferences for group learning expressed by the Korean ELs (English Learners) could be a reflection of their lack of exposure to small group activities in their native countries" (Park, 2000: 30). Another interesting finding of her study is that the residency in the United States for quite a long period of time appeared to have had an effect on the preferences for group learning. In fact, students who had been in the U.S. for more than eight years showed statistically higher preference for group learning and had a major preference for it (*Ibidem*). The same trend was found for individual learning, where cultural background and length of residence in the U.S. appeared to be influential in the students' learning style preferences.

Lastly, the fact that Korean students appear to disfavor group learning could suggest that their previous experiences in the primary and secondary education environments has led them to have a negative consideration for such learning style (Liu, and Littlewood, 1997; Littlewood 2000). Their desire to be engaged in a number of activities with their peers such as games, dialogues, and oral discussions (cf. Paragraph 4.1.2), instead, could imply that, at university, the learners tend to become open to try and to experiment new learning methodologies, which include fun activities with their classmates. This seems to be in contrast with the quite stereotypical image of Asian – therefore also Korean – learners as quiet and reserved.

Studies conducted by Littlewood on Asian learners, including Koreans, demonstrate how such students do not actually want to be passive during the lessons, but contrarily they "prefer an active speech role" and they "welcome opportunities (at least, in their English classes) for active participation" (Liu, and Littlewood, 1997: 372-373). Further, Littlewood argues that Asian students' apparent passive behavior in class does

not reflect the roles that they would like to adopt, but rather “is more likely to be a consequence of the educational contexts that have been or are now provided for them” (Littlewood, 2000: 33).

The reasons why such an attitude is adopted are various (Liu, and Littlewood, 1997; Kim, 2011; Choi, 2015). The most relevant seem to be:

- the lack of experience and practice in spoken English, which leads to a lack of confidence when talking in English;
- the anxiety that comes from high performance expectations, which brings the students to feel a sense of unease when speaking English because they do not think they are performing well enough;
- the students’ fear of making a fool of themselves and “lose their face” in front of others by making mistakes or by appearing as showing-off their knowledge;
- specifically related to the South Korean context, the discomfort of breaking the silence in class and to give the impression of desiring to stand out.¹⁰

In conclusion, many factors seem to have an influence on Korean students’ learning style preferences, especially those concerning group learning, which has consistently been considered negatively by such subjects. Moreover, various elements are assumed to cause Korean learners’ apparently passive behavior in class, even though it is not an accurate representation of their actual desires and preferred learning modalities.

5.2 Answers to Research Question Two

For what concerns the second research question as well, i.e. *Is there a correlation between the variables gender, major, and study abroad experience when choosing a particular learning style?*, the findings of this study were graphically represented in the previous chapter (cf. Table 7, 8, and 9). The hypothesis formulated for this research question was the following:

¹⁰ This concept is expressed in Korean by the term “눈치” (noon-chi) which is different from the one of “face” and can be translated as “being sensitive”. It involves considerations about what the others think and therefore it could lead students not to do something because others are not doing it either (Kim, 2011: 210).

H2 – Major field of study and study abroad experience could have an impact on the preferred learning styles, especially in regard to the group and individual styles of learning.

The results of the study only partly confirmed the hypothesis since noticeable differences can actually be noted for the group and individual categories of learning styles in the two above-mentioned variables, but a number of discrepancies can also be found in the third variable considered in this research – the variable *gender* of the participants. The three variables and the related findings are now going to be discussed separately.

Gender

As previously seen in Table 7, the variable *gender* is the one that actually presents the most numerous amount of differences between the two categories of male and female. Indeed, the arithmetic means calculated show a diversity in preference for the styles auditory, kinesthetic, tactile, and group. However, the most significant difference is the one regarding the group style, where males indicated it as a minor preference (mean = 13,26) while females showed a negative preference for it (mean = 15,02).¹¹

Moreover, males seem to prefer kinesthetic learning, whereas females appear to favor auditory learning, but both indicated the individual style as a minor preference. The preference of females towards auditory learning is confirmed by previous studies (Reid, 1987; Park, 2000).

Major field

The results related to this variable were previously represented in Table 8. As supposed by the hypothesis, the main divergences between subjects majoring in scientific studies and subjects majoring in humanities lie in the group and individual styles. While students specializing in scientific subjects indicated a minor preference for both group and individual learning (means respectively = 13,37 and 13,32), students specializing

¹¹ Preference means 11.49 or less = major learning style preference; means of 11.50–13.49 = minor learning style preference; means of 13.50 and above = negative learning style preference.

in humanities expressed a negative preference for group learning (mean = 15,77) and a major preference for individual learning (mean = 11,44).¹²

Lastly, the favored style appeared to be the auditory one for the science students and the individual one for humanities students.

Reid's research on ESL students found that the variable *major field* had an influence on the learning style preference of the participants, thus reinforcing the assumption that this variable is important to take into account when considering the learners' style preferences.

Study abroad experience

In the previous chapter, Table 9 presented the results relating to the last variable considered in this research. Students who participated in a study abroad program (30% of the respondents) showed a number of negative preferences – for visual, group, and individual styles – whereas the others had a single negative preference – the one for group learning.

The participants seem to differ mostly for the visual and individual styles, for which a negative preference was attributed by the study abroad participants (means respectively = 13,55 and 14,15) and a minor preference by the other students (means respectively = 12,40 and 11,89).¹³ The most interesting convergent point, instead, can be found in the group style of learning, for which both categories of this variable indicated a negative preference.

Both Reid and Park's studies revealed that the length of residence abroad – in those cases in the U.S. – had an influence on the foreign learners' learning style preferences (Reid, 1987; Park, 2000). Such students, in fact, seemed to adapt their preferences to the styles they encountered more frequently abroad. As Reid asserted, in her study “the learning style preference means of the NNs (Non Natives) who had lived and studied in the U.S. the longest more closely resembled the preference means of native speakers of English” (Reid, 1987: 96).

¹² Cf. previous note.

¹³ Cf. previous note.

Understanding the role and the intensity of the influence of a study abroad experience on the learning style preferences of students, therefore, can be very useful in that it can give an insight on the impact that different cultures have on learning styles and on how quickly and to what extent the learning styles can change in the learners themselves.

5.3 Implications of the study

The present research has provided information regarding the foreign language learning style preferences of Korean students majoring in various fields in a number of universities in Seoul, South Korea. In addition to supplying up-to-date data concerning a specific category of subjects, it raises some implications, particularly for teaching.

Seeing as how Korean learners have multiple learning style preferences, with a strong preference for auditory learning, and suggested a number of activities involving games, dialogues, and discussions despite disliking group learning and being insecure when speaking in front of the class, it seems necessary to design foreign language classes specifically tailored for this category of students using such information.

The two main teaching methodologies that could be adopted by teachers and instructors when designing and instructing Korean learners of a foreign language will be explained in detail in the following paragraphs.

5.3.1 Multi-style teaching

As previously stated, Korean students seem to have multiple learning style preferences, with auditory learning being the most favorite style. Therefore, in order to accommodate all of the students with their multiple and different preferences, a multi-style and balanced teaching approach appears to be the most reasonable and effective way of instructing such learners (Reid, 1987; Felder, and Henriques, 1995; Skehan, 1998; De Vita, 2001; Peacock, 2001; Felder, and Brent, 2005; Vaishnav, 2013).

According to De Vita, the best teaching practice is the one that uses a variety of teaching styles and addresses each side of each learning dimension, in order to reach and engage all of the students (De Vita, 2001: 170). Although some learning/teaching mismatching could be useful in enhancing the students' spectrum of styles, "constant

or total mismatching may represent too big a gap to bridge, resulting in utter frustration and disengagement” (*Ibidem*).

In fact, what seems to make the students benefit more is not exclusively a teaching methodology that encounters their exact preferences and desires, but rather a balance of instructional methods. In fact, “the teaching style with which students feel most comfortable may not correspond to the style that enables them to learn most effectively” (Felder, and Henriques, 1995: 27).

Skehan shares the same opinion with Felder arguing that although it is important to take into account the individual differences of the students, it is also crucial to balance the instructional methodologies in order not to fossilize learning (Skehan, 1998). The role of the teacher is to “assess what is appropriate for individual learners so as to avoid extended unbalanced development” (*Ivi*: 289). In other words, the teacher “may have the difficult task of having to induce learners to address areas which they find more difficult, or which their styles of processing predispose them to avoid” (*Ibidem*).

Students should be therefore given a wide repertoire of learning styles, so as to make them experiment various methods and understand what actually brings them to a better and more effective learning. This would enable them to become autonomous learners, which is the ultimate educational goal of teachers (De Vita, 2001).

However, it is hardly possible for teachers to use a wide variety of teaching styles at once in one or in a few lessons. What they could do is try a variety of techniques and activities whenever applicable, keep the ones that seem to be effective, drop the others, and try new ones later during the course in order to naturally develop a teaching style that is comfortable both for the students and for the instructor (Felder, and Henriques, 1995).

A very interesting and useful example of a multi-style teaching approach that could be suitable for Korean learners and their multiple preferences is the one given by Peacock (Peacock, 2001), which is as follows:

– To accommodate the *Visual learners* in class, use handouts, videos, encourage note taking and reading, and write key information on the board or projector;

- For the *Auditory learners*, use class or group discussions, individual conferences, lectures, tapes, peer tutoring, and give oral explanations and instructions;
- For the *Kinesthetic learners*, use problem-solving activities, role-play and drama, and encourage active participation;
- For the *Tactile learners*, encourage hands-on work, e.g. always give them hard copies and let them handle class material;
- For the *Group learners*, use small group activities and encourage them to meet other students outside class;
- For *Individual learners*, give individual attention, use individual conferences, and encourage independent and self-directed study (Peacock, 2001: 15).

Since Korean learners in the present research appeared to prefer in particular auditory learning, activities that engage such learning style should be prioritized and generally utilized more often.

5.3.2 Communication-oriented instruction

Another important aspect to take into account is Korean students' negative consideration of group learning and their fear and hesitation of speaking in class, despite expressing a need for communication and active participation.

The disfavor for group learning and the passive behavior in class seem to generally characterize Asian students, who share a culture based on Confucianism and therefore have a tendency to be silent and to not participate in classroom discussion (Tucker, 2003; Finch, 2008; Kim, 2011; Lee, 2011; Sit, 2013; Choi, 2015).

Culture and previous education appear to be the possible factors that cause Asian students' passive learning attitude, unease with group discussion, and extreme anxiety even simply in asking a question in class (Liu, and Littlewood, 1997). However, as stressed in the current study (cf. Paragraph 4.1.2) and supported by Littlewood (2000), Korean students show themselves as open to cooperative activities with their peers, such as dialogues, discussions, role-plays, and as wanting to be active in a friendly and supportive classroom environment.

Therefore, to overcome the students' difficulties and insecurities and foster communicative activities, a communication-oriented teaching methodology that promotes positive and encouraging confrontation and collaboration is believed to be the most suitable and effective methodology of instruction for the investigated category of students.

Hence, as Liu and Littlewood (1997) suggested, a "two-fold strategy" is needed. "In their English classes (in this case, in foreign language classes in general) students need many more opportunities to activate their language and gain experience in using it for spontaneous communication. At the same time, in all of their classes, students need to gain more experience of active methods of learning in which they adopt an active, questioning role which is appropriate to tertiary level learning and, indeed, required for success in the modern world" (Liu, and Littlewood, 1997: 377-378). In fact, it seems evident that overcoming the fear of speaking in public, showing one's own potential and being critical would be extremely useful not only in the academic world, but in life in general.

The strategies that could be used by teachers in order to solve the above-mentioned problems were identified by Liu and Littlewood (Liu, and Littlewood, 1997: 381) as follows:

- clearer communication about the importance attached to active roles in class;
- encouragement to move away from socio-cultural attitudes which reinforce passive roles and silence;
- signals or feedback that underline the value of students' contributions rather than their incompleteness;
- creating space for student participation, e.g. through buzz groups and other nonthreatening contexts;
- ensuring the success of student participation, e.g., through preparation that increases students' linguistic competence, including accuracy of expression;
- teaching communication strategies for raising questions and participating in discussion;
- clarifying interaction procedures and providing models or examples.

To summarize, it seems that Korean students would benefit more from a communication-oriented teaching methodology and from an open and encouraging learning environment, such as the one proposed above. Moreover, with the appropriate adjustments, this teaching methodology could be used for other Asian students who face the same learning difficulties as Koreans due to the common culture that they share and that influences their learning.

5.4 Limitations of the study and further research

For what concerns the limitations of this study, the first one is related to the small sample of learners who participated in the research. A wider number of subjects would have provided more extensive and additional information, useful for generalization purposes and for validating the results obtained and the suggestions presented.

Furthermore, in the current study a descriptive analysis of the data has been conducted in order to present the results and explain them. However, an inferential analysis would have provided additional precise and useful information and would have allowed to use the sample to make generalizations about the populations from which it was drawn.

Finally, in order to verify the significance of the differences among the group means of the variables identified – gender, major field of study, and study abroad experience – an analysis of variance (ANOVA) would have been a valuable statistical tool.

However, it is believed that the data obtained by the present study has nonetheless provided useful and valid information and that this research could represent a starting point for the development of tailored instruction for the specific category of learners investigated, which has not been explored as extensively as other category of students.

For what concerns ways in which this study could be followed, it would be interesting to involve a wider number of subjects and research deeper especially into the *study abroad* variable, in order to discover how it influences the students' learning style preferences. For example, further research could be conducted involving the following three groups:

- 1- Koreans in South Korea (born, raised and studying there);
- 2- Koreans abroad (born, raised and studying there);
- 3- Koreans in South Korea who participated in a study abroad experience.

The comparison of the data obtained from the subjects belonging to such groups could provide useful information about the role and influence of culture – both the “native” culture of the parents of the students and the culture in which the learners have been living and studying – and of a different learning environment and teaching methodologies on the students’ learning style preferences. The results could give a valuable contribute not only to the research specifically concerning Korean learners, but also to foreign language students in general, since it would shed some light on the role that culture and different instruction techniques play in the learners’ preferred learning styles.

Moreover, future research should provide specific and concrete examples of activities for each style of Reid’s Questionnaire (PLSPQ, 1987), since their absence could result in possible misunderstandings and imprecise answers by the respondents.

Finally, not only the students’ learning styles, but also the instructors’ teaching styles and perceptions should be examined in order to account for a match or mismatch of students/teacher styles and the resulting effects. This could give a more exhaustive picture of the learning process as a whole and could provide complete suggestions for the design of effective and appropriate instruction models.

6. Conclusion

The current research aimed to define Korean university students' foreign language learning styles, discover their changes compared to previous studies and consider the influence of some variables on the choice of the preferred styles. This has helped to suggest some teaching methodologies that seem to be the most appropriate for the subjects of the research, and could also be extended to other learners who share similar characteristics and preferences.

Learning styles are among the fundamental elements that characterize learners and contribute to a successful learning outcome. In this paper, the importance of acknowledging and defining students' learning styles has been emphasized, as well as the influential role of cultural backgrounds.

Given that not much attention was directed to Korean learners in particular, often eclipsed by their Asian neighbors, and that a couple of decades have passed since the studies involving such students were conducted, an up-to-date research involving learners studying in their native country – South Korea – and a research tool translated in their native language, so as to facilitate elementary English speakers, seemed to be necessary.

The results of this study show that Korean students have a multitude of minor learning style preferences, with auditory learning being the most preferred style and group learning the least favorite.

The preference for auditory learning represents an element of contrast with the findings of previous research, since in the past visual learning had scored the highest. This change in learning style preference, thus, is hypothesized to be a result of the wider and more common use of high-tech teaching and learning instruments and materials available to today's students, who seem to prefer auditory input and stimuli, such as songs, discussions, and conversations with native speakers.

What seems to have remained constant with the past, instead, is the negative preference for group learning, which could reflect previous educational experiences that foster such a consideration. However, the subjects of this study seemed open to try activities

that involve group interaction, thus distancing themselves from the traditional view of Asian students as reserved and passive.

Therefore, in order to accommodate the various needs and desires of the category of learners investigated in this research, the most appropriate and therefore proposed teaching methodologies are a multi-style and balanced teaching approach and a communication-oriented method of instruction. Such techniques are believed to meet Korean learners' needs and preferences, help them overcome their difficulties and insecurities, and eventually lead them to reach success and autonomy in their acquisition of a foreign language.

This paper, thus, represents a small contribution to the studies on Korean learners and learning styles in general. However, further research involving a larger number of subjects and investigating more in depth the variables affecting the preference for certain styles and in particular the influence of a different culture and teaching techniques, as previously suggested, seems to be needed.

A teacher's aim is to provide a favorable and efficient educational environment for all students. In order to do so, instructors should try to identify and strengthen their students' learning styles, match their teaching styles with the students' learning styles, but also enable the learners to try a variety of styles so as to find the ones that are more appropriate and effective.

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Perceptual Learning Style Preference Questionnaire (지각 학습 방식 선호 설문지)

People learn in many different ways. For example, some people learn primarily with their eyes (visual learners) or with their ears (auditory learners); some people prefer to learn by experience and /or by “hands-on” tasks (kinesthetic or tactile learners); some people learn better when they work alone while others prefer to learn in groups.

This questionnaire has been designed to help you identify the way(s) you learn best – the way(s) you prefer to learn.

The information is very valuable to us, and it is completely voluntary and anonymous.

본 설문은 외국어 학습 방법에 대한 설문입니다.
사람들의 학습 방법은 다양합니다. 예를 들면 어떤 학습자들은 시각적으로 어떤 학습자들을 청각적으로 또 다른 학습자들은 경험을 통해 학습거나 실제 과제를 수행하며 학습하는 것을 선호합니다. 그리고 혼자서 학습하는 것을 선호하기도 하고 함께 학습하는 것을 선호하는 학습자도 있습니다.

본 설문지를 통해 여러분에게 가장 적합한 학습 방식을 살펴보고자 합니다.

귀하의 답장은 매우 귀중합니다. 귀하의 답장은 완전히 자발적이며 익명입니다.

* Required

Demographic Information (인구통계 정보)

Please give some information about yourself by checking the following questions.

다음 체크를 하여 귀하의 정보를 알려 주시기 바랍니다.

1. **1. Sex 성별 ***

Check all that apply.

- Male 남성
 Female 여성

2. **2. Age 연령 (만으로) ***

3. **3. Course of study 학력 ***

Check all that apply.

- Undergraduate 학부
 Graduate 대학원

4. **4. University 대학교 ***

5. **5. Major 전공 ***

6. **6. Languages studied 할 수 있는 언어 ***

Mark only one oval.

- English 영어
- Chinese 중국어
- Japanese 일본어
- German 독일어
- French 프랑스어
- Other: _____

7. **7. Level of proficiency 외국어 능력 수준 ***

Specify the language you are referring to and the level of proficiency in that language (Beginner / Intermediate / Advanced). 외국어를 쓰시고 그 외국어에 대한 능력 수준을 쓰세요 (초급 / 중급 / 고급).

8. **8. Study abroad experience 어학연수 경험 ***

If your answer is yes, please specify the length of time studying the foreign language abroad. 긍정적으로 대답하면 유학 기간을 구체적으로 쓰세요. Check all that apply.

- Yes 네
- No 아니요
- Other: _____

Perceptual Learning Style Preference Questionnaire (지각 학습 방식 선호 설문지)

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

학습 방식에 대한 질문에 대해 다음의 보기 중에서 고르십시오.

매우 그렇다 (1) – 그렇다 (2) – 잘 모르겠다 (3) – 그렇지 않다 (4) – 전혀 그렇지 않다 (5)

너무 오래 생각하지 말고 빠르게 선택하는 것이 좋습니다. 그리고 선택한 후에 응답을 변경하지 마십시오. 여러분의 외국어 학습의 경험에 비추어 다음 질문에 응답해 주시기 바랍니다.

9. **1. When the teacher tells me the instructions I understand better. ***

나는 교수자의 설명을 들을 때 더 잘 이해한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

10. **2. I prefer to learn by doing something in class. ***

나는 수업 시간에 무언가를 직접 하면서 배우는 것을 선호한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

11. **3. I get more work done when I work with others. ***

나는 다른 사람들과 함께 활동하면서 학습할 때 더 많이 배울 수 있다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

12. **4. I learn more when I study with a group. ***

나는 다른 사람과 같이 공부할 때 더 잘 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

13. **5. In class, I learn best when I work with others. ***

나는 수업 시간에 다른 학생들과 함께 활동할 때 가장 잘 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

14. **6. I learn better by reading what the teacher writes on the chalkboard. ***

나는 교수자가 칠판에 쓴 내용을 읽으면 더 쉽게 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

15. **7. When someone tells me how to do something in class, I learn it better. ***

나는 수업시간에 어떻게 하는지 알려주면 더 잘 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

16. **8. When I do things in class, I learn better. ***

나는 수업시간에 공부하거나 연습하면 더 잘 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

17. **9. I remember things I have heard in class better than things I have read. ***

나는 수업 시간에 읽은 것보다 들은 것을 더 잘 기억한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

18. **10. When I read instructions, I remember them better. ***

나는 설명을 읽을 때 더 잘 기억한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

학습 방식에 대한 질문에 대해 다음의 보기 중에서 고르십시오.

매우 그렇다 (1) – 그렇다 (2) – 잘 모르겠다 (3) – 그렇지 않다 (4) – 전혀 그렇지 않다 (5)

너무 오래 생각하지 말고 빠르게 선택하는 것이 좋습니다. 그리고 선택한 후에 응답을 변경하지 마십시오. 여러분의 외국어 학습의 경험에 비추어 다음 질문에 응답해 주시기 바랍니다.

19. **11. I learn more when I can make a model of something. ***

나는 배운 것을 모형화하거나 복습할 때 더 잘 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

20. **12. I understand better when I read instructions. ***

나는 설명을 읽을 때 더 잘 이해한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

21. **13. When I study alone, I remember things better. ***

나는 혼자서 공부할 때 더 잘 기억한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

22. **14. I learn more when I make something for a class project. ***

나는 수업 프로젝트에 참여할 때 더 많이 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

23. **15. I enjoy learning in class by doing experiments. ***

나는 수업시간에 직접 경험함으로 학습하는 것을 좋아한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

24. **16. I learn better when I make drawings as I study. ***

나는 그림을 그리면서 공부할 때 더 잘 학습한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

25. **17. I learn better in class when the teacher gives a lecture. ***

나는 수업 시간에 교수자의 강의를 들을 때 더 잘 학습한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

26. **18. When I work alone, I learn better. ***

나는 혼자서 공부(숙제, 연습)할 때 더 잘 학습한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

27. **19. I understand things better in class when I participate in role-playing. ***

나는 수업 시간에 역할극에 참여할 때 더 잘 이해한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

28. **20. I learn better in class when I listen to someone. ***

나는 수업 시간에 다른 사람이 말하는 것을 들을 때 더 잘 학습한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

Decide whether you agree or disagree with each statement. And then indicate whether you:

Strongly Agree (1) Agree (2) Undecided (3) Disagree (4) Strongly Disagree (5)

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

학습 방식에 대한 질문에 대해 다음의 보기 중에서 고르십시오.

매우 그렇다 (1) – 그렇다 (2) – 잘 모르겠다 (3) – 그렇지 않다 (4) – 전혀 그렇지 않다 (5)

너무 오래 생각하지 말고 빠르게 선택하는 것이 좋습니다. 그리고 선택한 후에 응답을 변경하지 마십시오. 여러분의 외국어 학습의 경험에 비추어 다음 질문에 응답해 주시기 바랍니다.

29. **21. I enjoy working on an assignment with two or three classmates. ***

나는 반 친구들 2, 3명과 함께 과제하는 것을 좋아한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

30. **22. When I build something, I remember what I have learned better. ***

나는 배운 것을 직접 경험(발표, 조사)하거나 활동으로 연습할 때 더 잘 기억한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

31. **23. I prefer to study with others. ***

나는 다른 사람과 같이 공부하는 것을 선호한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

32. **24. I learn better by reading than by listening to someone. ***

나는 다른 사람의 말을 듣는 것보다 읽을 때 더 잘 학습한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

33. **25. I enjoy making something for a class project. ***

나는 수업 프로젝트에 참여하는 것을 좋아한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

34. **26. I learn best in class when I can participate in related activities. ***

나는 수업 시간에 활동에 참여할 때 가장 잘 학습한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

35. **27. In class, I work better when I work alone. ***

나는 수업 시간에 혼자서 활동(공부, 숙제, 연습)을 할 때 더 잘 할 수 있다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

36. **28. I prefer working on projects by myself. ***

나는 혼자서 프로젝트를 하는 것을 선호한다.
Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

37. **29. I learn more by reading textbooks than by listening to lectures. ***

나는 강의를 듣는 것보다 교재를 읽을 때 더 잘 학습한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

38. **30. I prefer to work by myself. ***

나는 혼자서 공부(숙제, 연습)하는 것을 선호한다.

Mark only one oval.

	1	2	3	4	5	
Strongly Agree . 매우 그렇다	<input type="radio"/>	Strongly Disagree 전혀 그렇지 않다				

Your suggestions

제안할 점

39. **What are your suggestions for a more interesting and enjoyable language course? (e.g. games (crosswords, role play, word guessing game), activities, contents (e.g. cultural aspects of the Anglophone countries), etc.)**

좀 더 흥미롭고 즐거운 외국어 수업을 위해 제안할 점이 있다면? (예: 게임, 특별활동, 콘텐츠 등)

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