

## LEARNING STYLES OF TEACHERS AND STUDENTS IN A SECOND LANGUAGE CLASSROOM

Jessica Loveland (Mary Ann Christison)  
Department of Linguistics

The general research questions for this research study are concerned with learning styles and whether differences in student and teacher learning styles negatively impact students' perceived grades in second and foreign language classrooms. Participants were asked to take a 30-minute online questionnaire on Qualtrics to determine their perceptual learning styles, group orientation, extraversion, and tolerance for ambiguity. They come from 11 different ESL or foreign language classes, two English language classes and nine language classes offered at the University of Utah. Participants were split up into two groups, students and teachers. A t-test determined that there was no statistical difference between students' and teachers' learning styles in any subset measured. Thus, the negative perception that students have of their grade cannot be attributed to differences in learning styles alone. For students who participated on a study abroad experience or an LDS mission, the responses were overwhelmingly positive, suggesting that immersion in the foreign language may be important in developing a positive orientation for language learning and may also prepare students to adapt to change.

