

# ***Learning and method. Research concerning the effects of learning-style responsive versus traditional approaches on grammar achievement.***

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## **Abstract**

The main purpose of this thesis was to compare how the mastery of grammar through learning-style responsive versus traditional methods affected upper-secondary school students' achievement, retention, attitudes, and understanding of the advantages of grammar. Another purpose was to compare youths', adults', and students' opinions about working with the grammar didactic.

The research design utilized was basically quantitative, but also incorporated the qualitative component of *triangulation*. Essentially, we sought data experimentally and then adopted three forms of inquiry to corroborate our findings—questionnaires, informal interviews, and an open-ended quiz format that permitted multiple options for seeking answers to the questions posed.

The main hypotheses theorized that there would be differences concerning the achievement, retention, attitudes, understanding of the advantages of knowledge of grammar, the relevance of the grammatical arguments, and overall results depending on the learning strategy employed for the two-age populations. Data demonstrated that the hypotheses were verified in all cases, but with some modification. Learning grammar based on learning styles revealed statistically more positive differences, when compared with traditional teaching, on achievement, attitudes, retention and the relevance of the grammar arguments. Overall assessment followed the same pattern apart from the statement of *high demands*. Differences in age populations became apparent only when concerning retention. Adults evidenced statistically more significant differences than youth.

Qualitative and quantitative data part revealed that learning styles methods emphasized variety, the possibility for more students becoming academically successful, and that *how one* mastered content contributed substantially to statistically more positive attitudes. The difference between the retention of the two populations seemed to be related to adults' greater experiences.

The estimation and relevance of the grammar arguments were significantly different by group. Learning-styles methods yielded wider understanding of the advantages of grammar knowledge, but much-debated arguments remained in both students' and teachers' conceptions.

To summarize, this study documented that learning-styles methodology provide a positive path toward individualization and motivation toward learning grammar. These findings can be perceived as one step toward changing traditional secondary grammar teaching toward an increasingly more professional role—that of providing instruction based on individual strengths.

**Keywords:** grammar, learning styles, traditional teaching, The Dunn and Dunn Learning Styles Model, adult learners, upper high school