

TEACHING AND LEARNING STYLES IN HIGHER EDUCATION: ENGLISH LANGUAGE PEDAGOGY

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Abstract

A documentary review was conducted on the production and publication of research papers related to studying the variables of *Learning Styles* and *Pedagogy in English*. The purpose of the bibliometric analysis proposed in this document was to know the main characteristics of the volume of publications registered in the Scopus database during the period 2017-2022 and to identify the current situation in Ecuadorian institutions regarding the study of the variables above, achieving the identification of 34 publications in total. The information provided by the said platform was organized through graphs and figures, categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics were described, a qualitative analysis was used to refer to the position of different authors on the proposed topic. Among the main findings of this research, it is found that the United States, with 6 publications, was the country with the highest scientific production registered in the name of authors affiliated with institutions of that country. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of Teaching and Learning Styles in Higher Education for Pedagogy in English was Social Sciences, with 30 published documents. The Type of Publication that was most used during the period mentioned above was the Journal Article, representing 62% of the total scientific production.

Keywords: Teaching, Learning Styles, Higher Education, English Pedagogy.

1. INTRODUCTION

Characterizing university learning profiles is necessary if students have diverse forms and unique and unrepeatable learning modes. This leads to carrying pedagogical strategies that reflect a didactic change where teaching processes and learning models are integrated. This intends to value the importance of educational improvement in the different learning style profiles to achieve a more personalized teaching process focused on each personal need of university students and achieve the permanence of professionals in training and, thus, social development.

In general, both proposals are complementary for the training levels since they evidence the coincidence between teaching and learning styles that students prefer, allowing for adapting or diversifying learning methodologies.

It should be noted that the hermeneutic method supported by ICT allows to encourage motivation, self-esteem and the production of texts in the foreign language for students in English pedagogical training, as well as promoting the understanding of the language, the initiative of teachers associated with the promotion of learning a foreign language should be strengthened to consolidate

its use as a good teaching practice in higher education. Furthermore, ICT has increased the opportunities for English language learners to learn both inside and outside the classroom. Nowadays, educational centers have at their disposal technological resources and many digital devices that could improve the teaching and learning of a second language. For such reason, this Article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to the variables Learning Styles and Pedagogy in English, as well. as the description of the position of certain authors affiliated with Latin American institutions, during the period between the years 2017 and 2021.

2. GENERAL OBJECTIVE

To analyze from a bibliometric and bibliographic perspective, the production of research papers on the variables Teaching, Learning Styles, Higher Education, and English Pedagogy registered in Scopus during 2017-2022.

3. METHODOLOGY

Quantitative analysis of the information provided by Scopus is performed under a bibliometric approach to the scientific production related to studying the variables of Teaching, Learning Styles, Higher Education, and Pedagogy in English. Likewise, it is analyzed from a qualitative perspective, with examples of some research works published in the study mentioned above, from a bibliographic approach to describe the position of different authors on the proposed topic.

The search is performed through the tool provided by Scopus, and the parameters referenced in Figure 1 are established.

3.1 METHODOLOGICAL DESIGN



Figure 1. Methodological design
Source: Own elaboration

3.1.1 PHASE 1: DATA COLLECTION

The data collection was carried out by means of the Scopus web page search tool, by means of which a total of 34 publications were identified. For this purpose, search filters were established consisting of:

TITLE-ABS-KEY (learning AND styles, AND pedagogy AND in AND english) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2017))

- ✓ Published papers whose study variables are related to the study of the variables Learning Styles, English Pedagogy.
- ✓ Without distinction of country of origin.
- ✓ Without distinction of area of knowledge.
- ✓ Without distinction of type of publication.

3.1.2 PHASE 2: CONSTRUCTION OF ANALYSIS MATERIAL

The information identified in the previous phase is organized. The classification will be made through graphs, figures and tables based on data provided by Scopus.

- ✓ Word Co-occurrence.
- ✓ Year of publication
- ✓ Country of origin of the publication.
- ✓ Knowledge area.
- ✓ Type of Publication

3.1.3 PHASE 3: DRAFTING CONCLUSIONS AND FINAL DOCUMENT

After the analysis carried out in the previous phase, the study drafts the conclusions and prepares the final document.

4. RESULTS

4.1 CO-OCCURRENCE OF WORDS

Figure 2 shows the co-occurrence of keywords within the publications identified in the Scopus database.

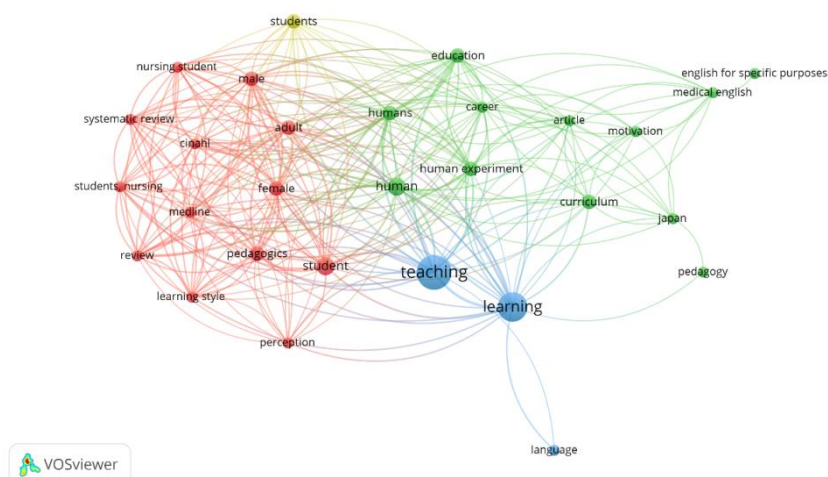


Figure 2. Co-occurrence of words

Source: Own elaboration (2023); based on data provided by Scopus.

Within the study of the research reported by the Scopus platform, referring to the variables Learning Styles and Pedagogy in English, the object of this scientific study, it is necessary that the typology of teaching and learning strategies be used and directed for the development and motivation of the student, with the objective that they can overcome different obstacles in their training process. It is for this reason that through the interpretation of Figure 2, it is possible to determine how keywords of the publications reported in Scopus, Teacher, Student, Pedagogy, framed to the need to investigate and identify the preference of learning styles and teaching styles and identify the interaction of the student body through the choice of these preferences, learning styles are considered part of the teaching philosophy since this provides a reason for the implementation of a variety of pedagogical strategies that allow satisfying the learning needs. These processes can favor learning by contributing to dissipating the incompatibilities between teaching and learning styles, which would lead to greater effectiveness in the formative activity.

4.2 DISTRIBUTION OF SCIENTIFIC PRODUCTION BY YEAR OF PUBLICATION.

Figure 3 shows how the scientific production is distributed according to the year of publication, considering the period from 2017 to 2022.

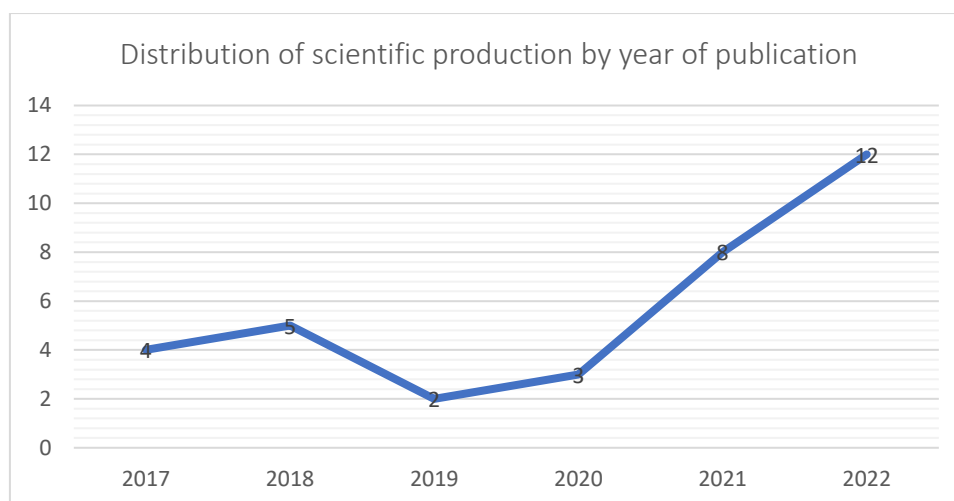


Figure 3. Distribution of scientific production by year of publication.
Source: Own elaboration (2023); based on data provided by Scopus.

Figure 3 shows the scientific production around the variables Learning Styles and English Pedagogy in the period between 2017 and 2022, where the increase in production volume in 2022 is evidenced, with a total of 12 publications related to the keywords, among which the Article entitled “Culturally relevant pedagogy in the English curriculum” stands out (Capper, 2022), whose scope of study focuses on how educators, whether in urban or suburban schools, must tailor our curriculum to who is in our classrooms. Individualizing curriculum has always been taught in teacher preparation programs. However, instead of just individualizing curriculum based on learning styles, we must also base it on who our students are, racially and culturally. This research investigates student engagement within a culturally relevant English curriculum, specifically in a classroom that uses culturally relevant materials to achieve a higher level of student engagement with students of color.

4.3 DISTRIBUTION OF SCIENTIFIC PRODUCTION BY COUNTRY OF ORIGIN.

Figure 4 shows the distribution of scientific production according to the nationality of the authors.

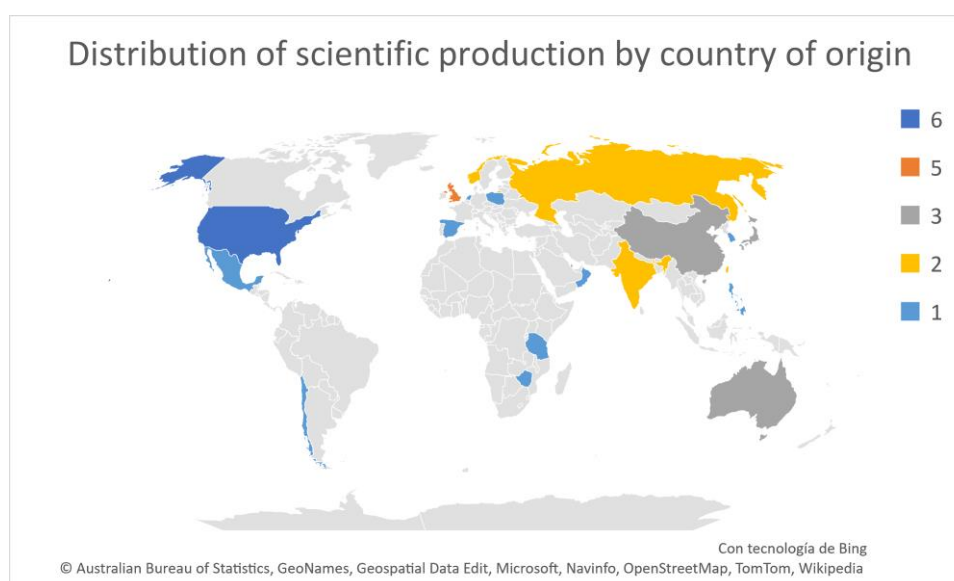


Figure 4. Distribution of scientific production by country of origin.
Source: Own elaboration (2023); based on data provided by Scopus.

The United States was the country with the highest number of publications registered in Scopus concerning the study of the variables Learning Styles and English Pedagogy during the period 2017-2021 with a total of 6 publications, followed by the United Kingdom with 5 registrations and Australia with 3. Of the latter, the Article entitled “Development of culturally effective strategies for the translation of geo-tourism from Chinese to English through corpus-based interdisciplinary translation analysis” was highlighted (Li, Wu, & Ng, 2022). In this paper, the advantages of Hu’s ecotraductology theory are explained and utilized to minimize translation problems. The corpus linguistics method is superior for quantitative and qualitative analysis. Also, the digital auxiliary tools Tmxmall (2014) and Sketch Engine (2003) were employed to facilitate corpus research. Through the analysis, effective strategies in each of the key geo-tourism categories, GF, GP and CE, were identified, shaped and recommended for the attention of future translators. The results recommended literal translation, transliteration and free translation, and the addition and use of official UNESCO names to represent GFs. Division and shift translation, literal translation, and shift and division were recommended for GPs. Literal translation, transliteration, and free translation and addition were recommended for ECs. Since this is initial research in the genre of geo-tourism, this study has attempted to build a model platform for future studies and broader research on geo-tourism translation and translation pedagogy to improve the quality of geo-tourism translation.

4.4 DISTRIBUTION OF SCIENTIFIC PRODUCTION BY AREA OF KNOWLEDGE

Figure 5 shows how the production of scientific publications is distributed according to the area of knowledge through which the different research methodologies are executed.

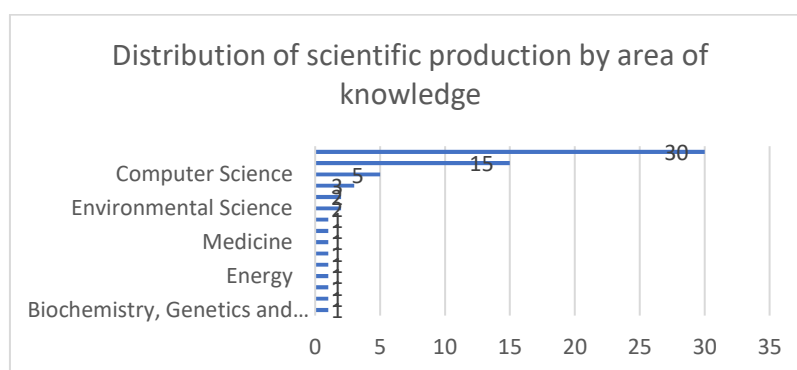


Figure 5. Distribution of scientific production by area of knowledge.
Source: Own elaboration (2023); based on data provided by Scopus.

Social Sciences was the area of knowledge with the highest number of publications registered in Scopus, with 30 documents that have based their methodologies on Learning Styles and Pedagogy in English. In the second place, Arts and Humanities with 15 papers, The above can be explained thanks to the contribution and study of different branches; the Article with the highest impact was registered by the area of Social Sciences entitled “Culturally responsive teaching and inclusion for online students with exceptionalities and other needs” (Williams, 2021), which aims to Teach students with learning diversity, English learners (ELs) and students with disabilities have become of utmost importance as it relates to the unique need of each student, addressed by an Individual Education Plan (IEP), 504, English Language Plan and related services, especially for those students served primarily under the Individual Disabilities Education Act Furthermore, students’ unique cultural and family needs also become important in promoting achievement in the F2F and online educational environment, including multiple intelligences (MI), learning styles, and appropriately differentiated instruction. As such, this chapter aims to examine students and the diversity they bring to the online learning community so that instructors can prepare culturally responsive and inclusive pedagogy and differentiated, student-centered practices designed universally online

(UDLC) that include them, beyond their disability or exceptionality and become culturally responsive instructional leaders.

4.5 Type of publication

Figure 6 shows how the bibliographic production is distributed according to the author's chosen publication type.

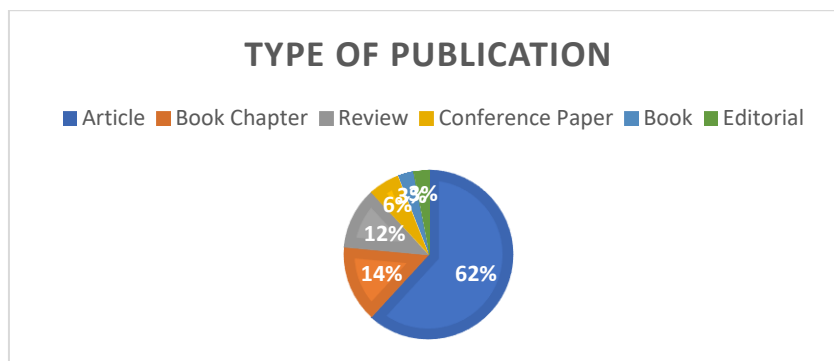


Figure 6. Type of publication.

Source: Own elaboration (2023); based on data provided by Scopus.

The type of publication most frequently used by researchers was the Article; 62% of the total scientific production corresponds to this document. In second place, Book Chapters, with 14% and reviews with 12%. In this last category, the one entitled “The role of the family and its challenging commitment to English language learning: a systematic review” stands out (Philominraj et al., 2022), whose object of study was based on the increasing importance of the English language as it has become a major concern for governments, curriculum designers, educators, and parents. Several factors contribute to successful English language learning. One of these factors is the family's role and involvement in their children's language development. Purpose and Method: The present systematic review is framed within a descriptive qualitative approach, as its main objective is to analyze articles containing information on the role of the family and their challenging pedagogical engagement with their children in English language learning. The results suggest that greater parental engagement is directly proportional to the success rate in English language learning. It also revealed the need to integrate the family in the English language learning process and be considered when formulating any language/educational policy as well as curriculum development involving the English as a foreign language (EFL) learning context in the future. Finally, the study provides information on limitations and implications, followed by a conclusion.

5. CONCLUSION

The interaction between learning and teaching styles in the university environment allows concluding that, although their interest has spread and diversified, it continues in a constant construction process. This is evidenced in the different approaches and modalities when projecting the results and conclusions from their analysis. The points of greatest agreement lie in supporting the hypothesis of instructional adjustment based on the assumption that acquiring knowledge in the university classroom requires the planning, execution and evaluation of learning and teaching models.

It should be noted that although there are no significant differences in the different teaching styles and learning styles, the students show a greater interest in the teaching style, which shows that the students are looking for a teacher who has the knowledge and experience they require at that moment of the career, a function of this it is possible to infer that in the year of completion of the career in English pedagogy, the students prefer a teaching staff that guides and prepares them gradually independence, initiative and responsibility. By evidencing a general trend of teaching and learning styles, it is possible to infer that the teaching staff needs to be updated, improving the



chances of success of the educational body in the teaching and learning process as well as the importance of providing knowledge about learning and teaching styles. The program's purpose is to model the learner, improve pedagogical practices and thus consider the usefulness of teaching.

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