The Relationship between Learning Styles and Vocabulary Learning and Retention

*Hekmat Allah Padidar, **Ghasem Tayebi, ***Alireza Shakarami

*English Department, Faculty of Humanities, Islamic Azad University of Yasuj, Iran  
**Corresponding Author, English Department, Islamic Azad University of Kazeroon, Kazeroon, Iran  
*** English Department, Islamic Azad University of Kazeroon, Kazeroon, Iran

Abstract
This study aims at exploring the relationship between students’ different learning styles and their degree of vocabulary retention. The participants of this research were a population of 110 High School Iranian EFL learners in Dehdasht divided into three groups namely visual, auditory, and kinesthetic learners. In this study Oxford Placement Test (2007) and Davis’s Questionnaire (1997) were used to determine language proficiency and learning styles of the participants respectively. It has been tried to indicate which group of learners’ learning styles namely visual, auditory and kinesthetic learns and retains vocabularies more optimally in the traditional method of teaching vocabulary. The major findings of this study are as follows; at the outset of this study participants showed nearly similar performance on Oxford Placement Test as pretest, in immediate post-test respectively visual, auditory, and kinesthetic learners exhibited superior presentation, finally in delayed post-test again visual, auditory, and kinesthetic learners displayed better performance respectively. Accordingly, based on the findings of this study, it can be concluded that there is strong relationship between learning styles and vocabulary learning and retention especially in visual learners.

Keywords: Learning Styles, Vocabulary Learning, Visual Learners, Auditory Learners, Kinesthetic Learners

References


McCarthy, B. (1990). *The 4MAT system: Teaching to learning styles with right/left mode techniques*. Oak Brook, IL: EXCEL.


