



Research article

VISUAL, AUDITORY, KINESTHETIC STYLE OF TEACHING PE AND ITS IMPACT AMONG LEARNERS

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Abstract

Learning is a process of acquisition of specific knowledge, skills and habits (Demirel, 1993). Research studies have provided a wealth of information regarding the characteristic of effective teaching, but relatively few researchers have examined how teacher themselves define effective teaching. The purpose of the study was to find out the impact of different learning styles and its impact on Physical Education Teaching. The experimental design used in this study was random group design. For the purpose of the study sixty female students were selected from the age group of 16 to 18 years; height ranged from 155 to 165 centimeters and weight is 50 to 60 kilograms. They were divided into two groups of each thirty. They namely control and experimental group (VAK Learners group). The questionnaire was used to find the difference in their learning style and outcomes. The required table value for significance at 0.05 level of confidence with df 1,28 and df 1,27 were 4.20 and 4.21 respectively. The adjusted post test mean values of learning for control and VAK groups were 23.87 and 27.66 respectively. The obtained F value of 43.04 for adjusted post hoc test of control and VAK groups were greater than required table value of 4.21. So the study was significant at 0.05 level of confidences. This VAK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome based on the difference of students' learning style.

Key Words: VAK Learners, Teaching , Learning and cognitive etc.,

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INTRODUCTION

TEACHING AND LEARNING

Learning in physical education is little different from other subjects as because teacher may have to take the classes in the class room; in the play fields; in the gymnasium; in the swimming pool; in the track & field and such other indoor and outdoor activities. Therefore; the same method of teaching could not be possible to apply everywhere while teaching. There are plenty of methods to deal during the physical education classes, but to make the teaching effective and meaningful teacher should select the most appropriate method on the basis of knowledge and experiences . The teaching becomes interesting only when the teaching methodology is good enough. Knapp (1973) "Learning may be considered to be the more or less permanent change in performance associated with experience"

PHASES OF LEARNING

a.Attention - Performers need to watch a suitable demonstration of the skill. This must be aimed at their ability level, performed correctly by a role model or competent peer and making sure cues are identified. Make sure it doesn't last too long otherwise performers may get bored or miss parts of the demonstration (Bandura, A., 2008).

b. Retention - Creating the mental picture of the skill required. Practising the skill in your mind over and over so that the correct movements are performed in the

correct order. Use of mental rehearsal (Bandura, A., 2008).

c. Motor Production -The physical movement to perform the skill. Learners must have the ability to be able to repeat the skill either first time or through a series of progressions (Bandura, A., 2008).

d. Motivation - The learners need, want or desire to replicate the skilled action (Bandura, A., 2008).

How it useful

- ✓ Helps to develop the learning strategy of motor skills
- ✓ **Comfort Learning**
- ✓ Is taught incorporating all senses into the learning process to activate different parts of the brain simultaneously, enhancing memory and the learning of written language.
- ✓ Helps learners discover what learning style fits them best.

METHODOLOGY

The purpose of the study was to find out the impact of different learning styles and its impact on Physical Education Teaching. The experimental design used in this study was random group design. For the purpose of the study sixty female students were selected from the age group of 16 to 18 years; height ranged from 155 to 165 centimeters and weight is 50 to 60 kilograms. They were divided into two groups of each thirty, namely control and experimental group

(VAK Learners group). The questionnaire was used to find the difference in their learning style and outcomes. The

modality (learning channel preference) questionnaire reproduced by O'Brien (1985).

TABLE-I
CONCEPTUAL FRAME WORK

| Phases of Learning | Effects of VAK in Learning |
|--|---|
| <p>Instructing - instructions must be given for them to complete the task or skill. These may be written or verbal. The teacher must ensure the student knows what is required of them</p> <p>Demonstrating - The teacher may provide a demonstration of the skill or may get a peer to perform it. It is key that this is a good demonstration to allow the student to form a model in their memory and mentally rehearse the skill to be performed</p> | <p>Cognitive or Understanding Phase - In this stage of learning, performances are inconsistent and success is not guaranteed. Performing the skill requires all of the athlete's attention and so they rely on the coach for cues. This is a process of trial and error with a success rate of 2 or 3 out of 10 attempts. Correct performances must be reinforced through external feedback.</p> |
| <p>Applying - The student then practices the skill in a planned situation to help them transfer the learning from practice to a competitive situation</p> | <p>Associative or Verbal Motor Phase - Also known as the "practise phase". Performances are becoming more consistent as motor programmes are being formed. While the simpler parts of the skill now look fluent and are well learned, the more complex elements requires most of the spare attention. The athlete is starting to get a sense of internal 'kinaesthetic' feedback when they perform the skill well. They are starting to detect and correct their own errors and success rate has risen to 5-7 out of 10.</p> |
| <p>Confirming - This is all about feedback and providing information for the student about how successful they have been. Testing or assessing the skill allows the teacher and the student to evaluate performance.</p> | <p>Autonomous or Motor Phase - In the final stage of learning, performances have become consistent, fluid and aesthetically pleasing. The motor programmes involved are well learned and stored in the long-term memory. There is now spare attention which can be focused on opponents and tactics. To retain the new skill at this level, it must be constantly practiced to reinforce the motor programmes. Success is now 9 out of 10.</p> |

RESULTS AND DISCUSSION

TABLE-II
ANALYSIS OF CO VARIANCE ON VISUAL, AUDITORY, KINESTHETIC
STYLE OF TEACHING PE AND ITS IMPACT AMONG LEARNERS

| | Control group | VAK Learners | Sources of Variance | Sum of Squares | df | Mean Squares | F ratio |
|-------------------------|---------------|--------------|---------------------|----------------|----|--------------|---------|
| Pre test Mean | 23.87 | 23.60 | Between | 0.533 | 1 | 0.533 | 0.423 |
| S.D | 0.99 | 1.24 | Within | 35.33 | 28 | 1.26 | |
| Post test Mean | 24.00 | 27.53 | Between | 93.63 | 1 | 93.63 | 26.29 |
| S.D | 2.51 | 2.20 | Within | 99.73 | 28 | 3.56 | |
| Adjusted Post Test Mean | 23.87 | 27.66 | Between | 1.6 | 1 | 106.21 | 43.04 |
| | | | Within | 66.03 | 27 | 2.47 | |

Significance 0.05 level of confidence

The required table value for significance at 0.05 level of confidence with df 1,28 and df 1,27 were 4.20 and 4.21 respectively. The adjusted post test mean values of learning for control and VAK groups were 23.87 and 27.66 respectively. The obtained F value of 43.04 for adjusted post hoc test of control and VAK groups were greater than required table value of 4.21. So the study was significant at 0.05 level of confidences. The result shows that there is significance between control and VAK groups on learning styles and outcomes.

CONCLUSION

- Every learner is different, hence there are different learning styles. While understanding these

preferences the teacher can give a valuable insight into how to plan and deliver training and learning.

- The simplicity and intuitive usefulness of the VAK model has contributed to its enduring popularity with teachers and trainers, but it's important to remember that students should have a different mix of strengths and preferences.
- This VAK learning model consist of a combination of motivation, engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome based on the difference of students' learning style.

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