The Cognitive learning Schools of Tabriz English language Institutions

1Solmaz Rafieeian, 2Ali Naghi Aghdasi, 3Rahim Badri

1MA. Department of Psychology, Kish International Branch, Islamic Azad University, Kish, Iran.
2Phd, Department of Psychology, Tabriz Branch, Islamic Azad University, Tabriz, Iran.
3Phd, Department of Psychology, Tabriz university, Tabriz, Iran.

ABSTRACT

Background: This study has been carried out aiming at determining the styles and schools of students’ cognitive leaning affairs established in Tabriz English language institutions. The sampling was fulfilled as a clustering based method. Objective: Based on this, the city of Tabriz is divided into five districts; then, every category is randomly taken up as a simple block and the whole students were carried out under the statistical study in this regard. About 407 questionnaires were distributed between students ranging from 12-18 year olds studying in summer semester 2013; due to the wreckage of 14 students’ questionnaires, about 393 students were analyzed by the use of SPSS-17 statistical analysis. Results: The data collection instrument was subjected to a questionnaire including 12 questions in relation to the CLAB learning styles. The study showed that most had convergent learning style and absorbing but the others had these learning styles as following: divergent and conformity-based forms; Conclusion: hence, due to the learning styles of the whole students as convergent and divergent as well as absorbing methods, it is suggested to apply the most suitable methods of these styles for learning process of the students.

INTRODUCTION

The whole progressions of the mankind have been originated from the process of leaning [5]. Learning English language is increasingly happening in developing countries due to the scientific progression and development causing the English language to be considered as a different communicative tool along with various cultures of the world transforming the main concepts among people potentially [17]. Thus, learning English is an imperative subject and any simple glance at this process may waste too many opportunities in its educational process going towards the failures in this pavement. Therefore, the development of the educational affairs can be most effective in the process of the education and its recognition. As Bastable introduces the recognition of the effective factors is important in obtaining the learning affairs as one of the most essential processes for the whole researchers [11]. According to many researchers, the learning style is one of these factors that it can be very influential in this learning process. The knowledge regarding to the learning style can be applied in organizing the educational environment and teachers’ interaction with their learners leading to the contextual learning issues [3]. The globalization of the English language particularly in the field of international commerce is one of the most crucial affairs in learning the verbal and communicative skills in this case [18]. This made the whole related researchers to challenge about the learning and training the second language issues. As the carried out researches represent the lack of satisfaction regarding to the obtained results from the second language learning but milliards Rials getting spent annually in this regard [5]. The reason is subjected to the lack of students’ learning styles adaptation with their educational style [14]. The learning styles are related to the processing the received information method being carried out by people as an important factor in the process of learning [11]. Indeed, the learning styles are one of the most influential personal differences of the whole learners; based on the related reactions, the cognitive abilities and forms being given by the learners are stable and for the reason, the learning style is getting so tangible in the field of teaching language technique due to the individuality of the learning/teaching issues and the response to the students’ personal requirements. Keefe and others have divided the learning styles into three groups of emotional, cognitive and physiological cases. Keefe writes about the definition of every category that:

- The emotional learning styles includes the emotional and personality traits such as struggle, working alone with others and reaction to the external optimizations. The cognitive learning styles is subjected to those
methods that have been applied by a person in the field of understanding the related subject remembering data trying to solve the problems. The physiological learning styles have biological aspects including the personal reactions towards the effective physical environment such as prefer studying at nights or days and prefer the degree of the light during the lesson-study and other environmental features [2]. Clab (1984) also considers the learning style as a personal preference method for applying the learning abilities; based on his theory, the recovery and progression of the learning can be obtained by the recognition of learners’ talents and the coincidence of the educational methods with learning styles [2]. Clab learning theory is based on the experimental learning theory including four convergent, divergent, assimilator and accommodator aspects. [12]; and the learners take the information as an experimental experience and abstractive conceptualization trying to process the whole information through a recovery of observation changeably in this regard [20]. Since the recognition of the students’ personal differences is causing to an effective teaching during teaching process in terms of learning styles and because one of the basics of the teaching philosophy is subjected to the functionalism and concrete experience, reflective observation, abstract conceptualization and active experimentation in English language, the English teaching methods and styles have not been achieved based on Clab style in our country; thus, this study has been fulfilled to evaluate the cognitive learning styles in Tabriz English language institutions and their learners; it is clear that the results of this study will be able to give a high potential foundation for the language learners in this pavement.

MATERIALS AND METHODS

The present study is a descriptive study that has been carried out in Tabriz English language institutions. The research community is subjected to boys and girls learners ranging from 12-18 year old studying at Tabriz English language institute. In order to determine the statistical volume of the sample, a clustering sampling method was applied due to the lack of availability to a complete list of the community people in the related age group. For the reason, since the English language institutions work based on their certificate and permission of five-district categorizations in Tabriz City, this city has been divided into five districts in this case. Every category includes one of these districts of Tabriz City; then, the certificate and permission of every five-district institutional lists were taken and the accidental cluster-based sampling was achieved between these institutions as well. So, the blocks were selected; at the end, the learners ranging 12-18 years old were taken under the study as the whole-based statistical sample volume in this regard. Along this, about 407 learners were included into the whole cluster of the study; about 14 learners (3.44%) not completing their questionnaires were eliminated from the sample of the study and finally, the correct responses of the 393 learners were analyzed in this regard. data collection instrument was Kolb standard questionnaire (version 3.) that has been constructed by David Kolb in 1971 for measuring the personal learning styles including 12 questions and every question includes four sections measuring the objective experimentation (CE), reflection observation (RO), abstractive conceptualization (AC) and active experimentation (AE), respectively. The learners give the score four for every section of the question by reading what they mean in their learning affairs and every question is being scored as 1, 2, 3, 3 and 4 in this relation so that the first option in every question is subjected to CE, RO, AC and AE, respectively. From these four sections of twelve questions, four scores obtained representing four different learners’ language learning styles. By binary subtraction of these methods, AC-CE and AC-RO, two scores obtained in this case; these two scores were established on the coordination: Vertical (AC-CE) and horizontal (AE-RO); by finding the coordination of these two points on the sheet, the learning style of learners (convergent, divergent, absorbing and adaptive) will be specified.

Kolb learning cycle:

Specified experience:
Cranbach alpha and its degree is 0.89 obtained for the active experimentation, 0.82 for abstractive conceptualization, 0.90 in reflective observation and objective experimentation that these are totally confirmed by the same researchers in this regard. In order to gather the related data, it is referred to the location of the blocks (institutions) accidentally as a cluster (categorization) trying to represent the learners at their classes pointing to the importance of the work and making them high confident in relation to keeping the personal backgrounds secret; then the questionnaires were distributed and gathered among these learners; the related data was analyzed by the use of SPSS-17 computer-assisted software in descriptive statistical level.

Results:
About 393 questionnaires were evaluated. In this study about (36.1%) 142 people were male and the left ones were female ranging 1.42±14.4.

Table 1: relative and absolute distribution of Tabriz English language institutions of learners' learning styles in 2013

<table>
<thead>
<tr>
<th>District learners</th>
<th>Convergent</th>
<th>Absorbing</th>
<th>Adaptive</th>
<th>Divergent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (cluster one)</td>
<td>32 (31.1%)</td>
<td>40 (38.8%)</td>
<td>6 (5.8%)</td>
<td>25 (24.3%)</td>
</tr>
<tr>
<td>Two (cluster two)</td>
<td>24 (48%)</td>
<td>10 (20%)</td>
<td>6 (12%)</td>
<td>10 (20%)</td>
</tr>
<tr>
<td>Three (cluster three)</td>
<td>20 (37%)</td>
<td>17 (31.5%)</td>
<td>5 (6%)</td>
<td>14 (25.9%)</td>
</tr>
<tr>
<td>Four (cluster four)</td>
<td>53 (34.5%)</td>
<td>39 (25.7%)</td>
<td>19 (12.5%)</td>
<td>41 (27%)</td>
</tr>
<tr>
<td>Five (cluster five)</td>
<td>13 (36.1%)</td>
<td>12 (35.3%)</td>
<td>6 (17.6%)</td>
<td>3 (8.8%)</td>
</tr>
<tr>
<td>Total learners</td>
<td>142 (36.1%)</td>
<td>118 (30%)</td>
<td>40 (10.2%)</td>
<td>93 (23.7%)</td>
</tr>
</tbody>
</table>

Table 1 represents that the majority of the learners had convergent and absorbing styles.

Discussion:
The results of the present study indicated that the majority of the learners of Tabriz English language institutions have convergent and absorbing styles at their learning process; the results of this study are coincident with the [1,9,10,11] that reported their research community as convergent in the field of learning process have coincident results in this case; however, the results of Ranjbar and Esmaieeli[6] and Abbaszadeh et al[8] are not coincident with this learning style of the research community; of course none of these studies are related to the learners’ learning styles and it cannot be certainly stated any theoretical cases in relation to the convergent styles at learners’ environments but it seems that the difference of the learners ranging from 12-18 year old have been represented with students studying in universities in the recent studies that this can be the reason of the coincidence in this regard. Metalido and Plastido (2008) believe that the convergent style is a combination of abstractive conceptualization with active experimentation and absorbing style is subjected to the reflective observation with abstractive conceptualization [16]; hence, it can be stated that the learners have been defined on their tasks actively like other learners having their own opportunities learning these tasks by the error and mistake process in a learning environment; this lets them obtain their general results through a one or repeat their tasks for several times; if they had got enough time to practice their tasks, they would also respond to the given information logically and reasonably [13]. However, the high proportion of the convergent and absorbing learning styles among the study’s learners can be subjected to the receiving of information through experience, working on the abstractive ideas and concepts in class atmosphere along with their classmates in this case. The greatest power of the convergent is subjected to the practical application of the ideas and the power of the absorbing is related to the ability of creating theoretical models in this regard. Thus, in despite of the weakness and strength of every learning mood, there have been some learning weak cycles aspects appear if they cannot get recognized [19]. Since the language is one of the most powerful communicative tools in cultural and social studies in the present century, the high potential attention to the learners’ learning styles can assist teachers to motivate their learners’ learning aspects and attitude providing and meeting the learning styles requirements along with taking different educational strategies potentially. Therefore, fulfilling studies along with the determination of the learners’ learning styles in research environments has been suggested to make the necessary recovery in the process of the learners’ learning affairs. In one hand, the completion of experimental studies will be beneficial in order to apply teaching strategies for optimizing the learners’ learning process.

Conclusion:
Most learners of this study took the convergent and absorbing learning styles. It is recommended the whole teachers to use and apply suitable educational methods along with this style to be able to make the recovery of the second language learning issues in this pavement.
REFERENCES


