THE IMPACT OF LEARNING STYLES ON INTERCULTURAL LEARNING OUTCOMES

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Understanding students' preferred learning styles can positively impact the efficacy of pedagogical interventions to enhance intercultural learning (Joy & Kolb, 2009). In order to understand the interaction between learning style and intercultural learning, this project compares Korean language learners' learning style with their intercultural learning outcomes as communicated by them in pre- and post-reflections during a semester-long Korean course.

Students' pre- and post-reflection papers were collected from Korean Level I courses (KOR 101) from Spring 2020, Fall 2020, and Fall 2021 at Purdue. The data of 34 students who completed the Kolb Learning Style Survey and submitted both pre- and post-reflection papers were counted and analyzed. Honey and Mumford's (1992) variation of learning styles on Kolb's original learning cycle was used for this study to understand the general learning tendencies rather than to know how people learn (Rolfe & Cheek, 2012). Among four categories of learning styles, the study found ten Activists (concrete experience), nineteen Reflectors (reflective observation), four Theorists (abstract conceptualization), and one Pragmatist (active experimentation) amongst the participants. Two raters coded Self-Awareness, Worldview, and Curiosity of participants' pre- and post-reflection papers using the Intercultural Knowledge and Competence VALUE Rubric and the general linear model was used to achieve the practical goals of this study to identify: (a) if any differences existed in the intercultural outcomes among diverse types of learners, as defined by Kolb's learning styles; and (b) how students of various learning styles described their intercultural competence such as self-awareness, worldview, and curiosity and how different learning styles affected students' intercultural competence of pre- and post-reflection paper (Association of American Colleges and Universities, 2009). Preliminarily, I found that:

1. Participants who were in the Activist and Reflector categories showed improvement in all

three areas of intercultural competence such as self-awareness, worldview, and curiosity.

2. Participants who were in the Theorist category did not describe intercultural competence in detail on the post-reflection paper, so their scores on self-awareness, worldview, and curiosity were lower in the post-reflection paper than the pre-reflection paper.
3. On Self-Awareness of the pre-reflection paper, Theorist received the highest scores, and the Activists, Reflectors, and Pragmatists ranked after Theorists, respectively. However, on the post-reflection paper, Activists got the highest scores, then came Theorists, Reflectors, and Pragmatists, respectively.
4. On Worldview of the pre-reflection paper, Theorist got the highest scores, and Activists, Pragmatists, and Reflectors ranked respectively. However, on their post-reflection papers, in descending score order, Activists received the highest score, then Reflectors, Theorists, and Pragmatists.
5. On Curiosity of the pre-reflection paper, the highest scores were given to Theorists, and then ranked the Activists, Reflectors, and Pragmatists, respectively. However, the lowest scores for Curiosity in the pre-reflection paper were given to both Theorists and Pragmatists. The highest scores were given to Activists and then Theorists.
6. There were no statistically significant group differences in intercultural competence.

In conclusion, the differences of intercultural competence among groups are not statistically significant in pre- and post-reflection papers but considering each individual's preferred learning styles may enable learners to maximize their learning gain if educators continue to consider students' different learning styles.

Data analysis of different Korean courses (KOR 102, 201, 202) is still in progress. I aim

to analyze students' improvement on intercultural competence as they continue to take Korean courses up to KOR 202. Once the data analysis is complete, findings will be shared again.

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