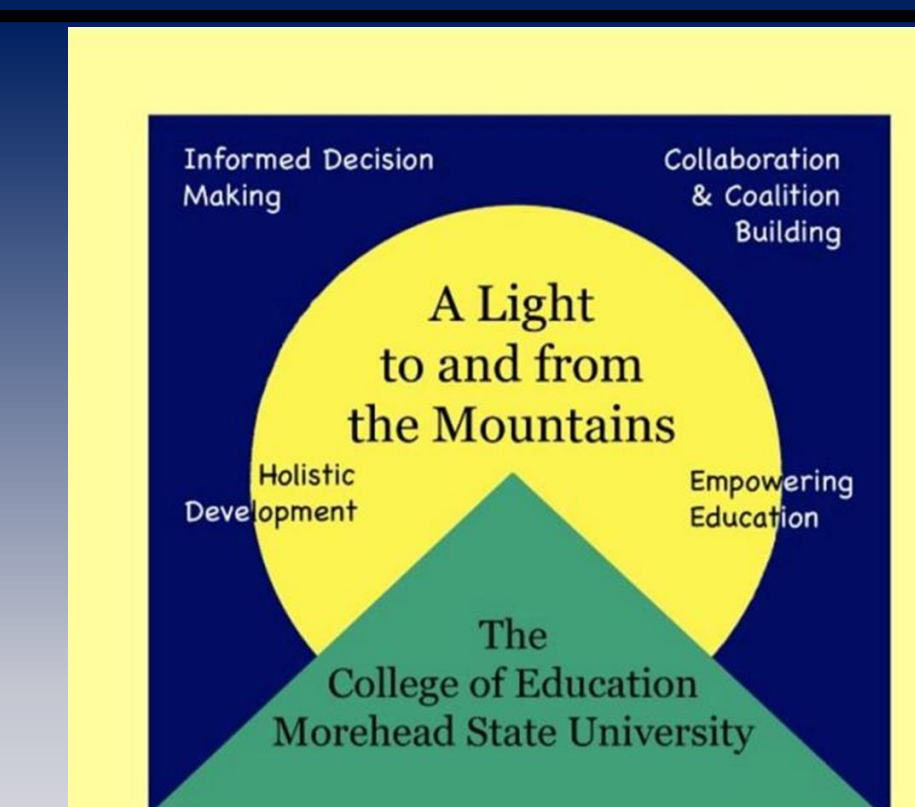# Letter Recognition Using Different Learning Approaches

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## Main Objective

This study examines how learning approaches effect student learning. The lack of connection between teaching approaches and learning style is a common theme in much of the research because learning styles theory is not explicit to teaching and few models give practical suggestions for use within teaching (Allcock &Hulme, 2010).

## Abstract

Students at different learning levels may need an accommodation in order to be successful. The teachers uses instructional strategies and methods which work best for students. Teachers need to evaluate different methods when needed in order for all students' needs to be met. In this study, both cognitive and kinesthetic instructional approaches were used with kindergarten students' letter recognition lessons. Data was collected over time to determine which instructional approach was most effective. One of the learning approaches was determined to be more successful than the other.

## Participants

24 Kindergarten students were divided into the experimental groups, based on an alphabet recognition test score. The test determined how many uppercase and lowercase letters of the alphabet students could recognize. Students that failed to recognize at least half of their alphabet letters made up the experimental groups and students who did recognize half of their alphabet letters or more made up the non-experimental group. **The non-experimental group consisted of 13 students and the remaining 11 students were divided into two separate groups at random that made up the experimental groups.**

## Method

Students within the experimental groups were presented with a letter and used either a cognitive or kinesthetic learning approach. Students were presented with a new letter three days a week and were measured by a pre and post-assessment to show student growth of the content and to determine which, if any, learning approach worked best.

## Conclusion

Results from the post-assessment showed that out of both experimental groups, the students who worked with their alphabet letters using a kinesthetic approach were more successful. Students learn differently and it's critical for teachers to find the learning strategies that will best meet their students' needs and they need to do so by implementing their own researches.

### Cognitive Approach to Learn Alphabet Recognition



### Kinesthetic Approach to Learn Alphabet Recognition
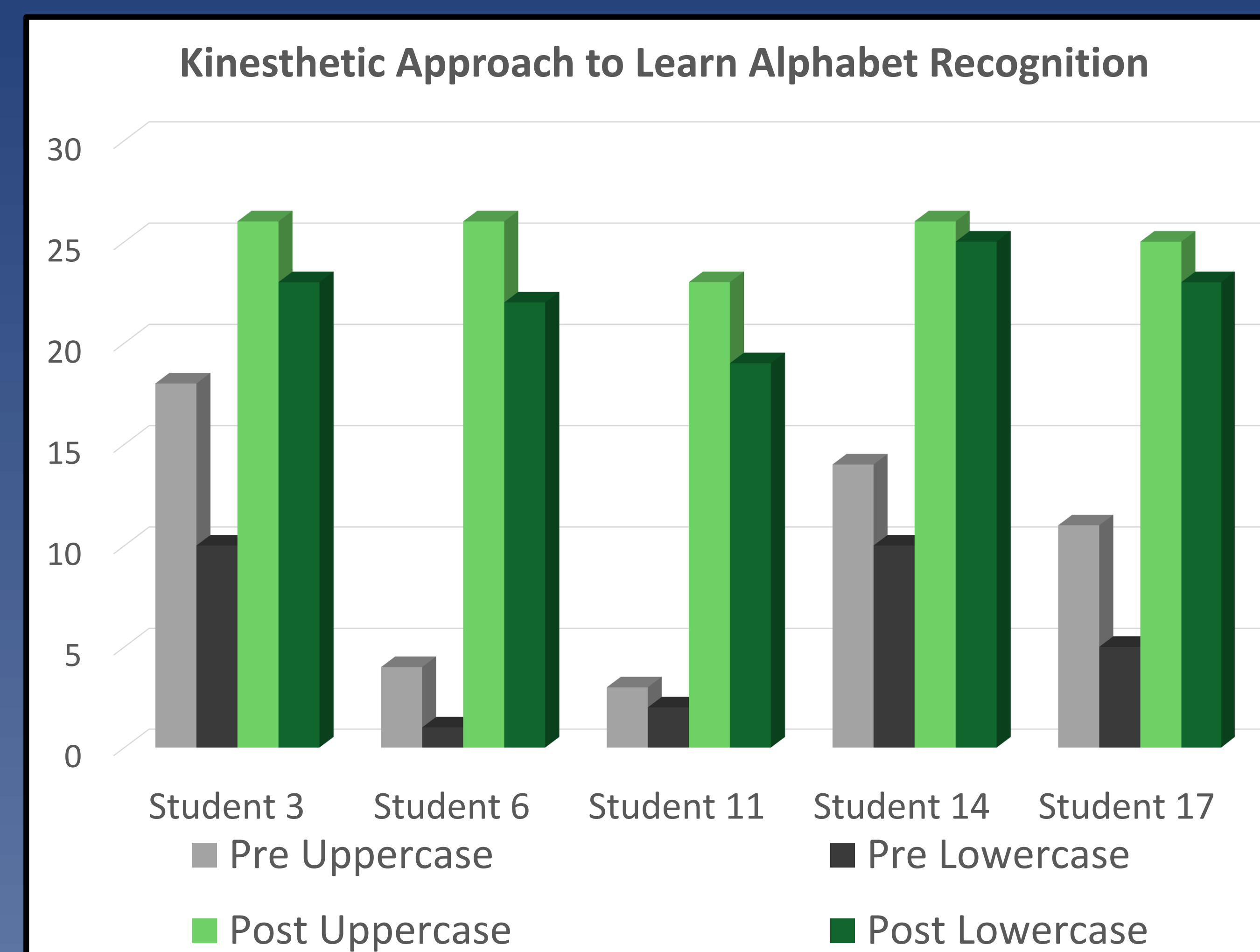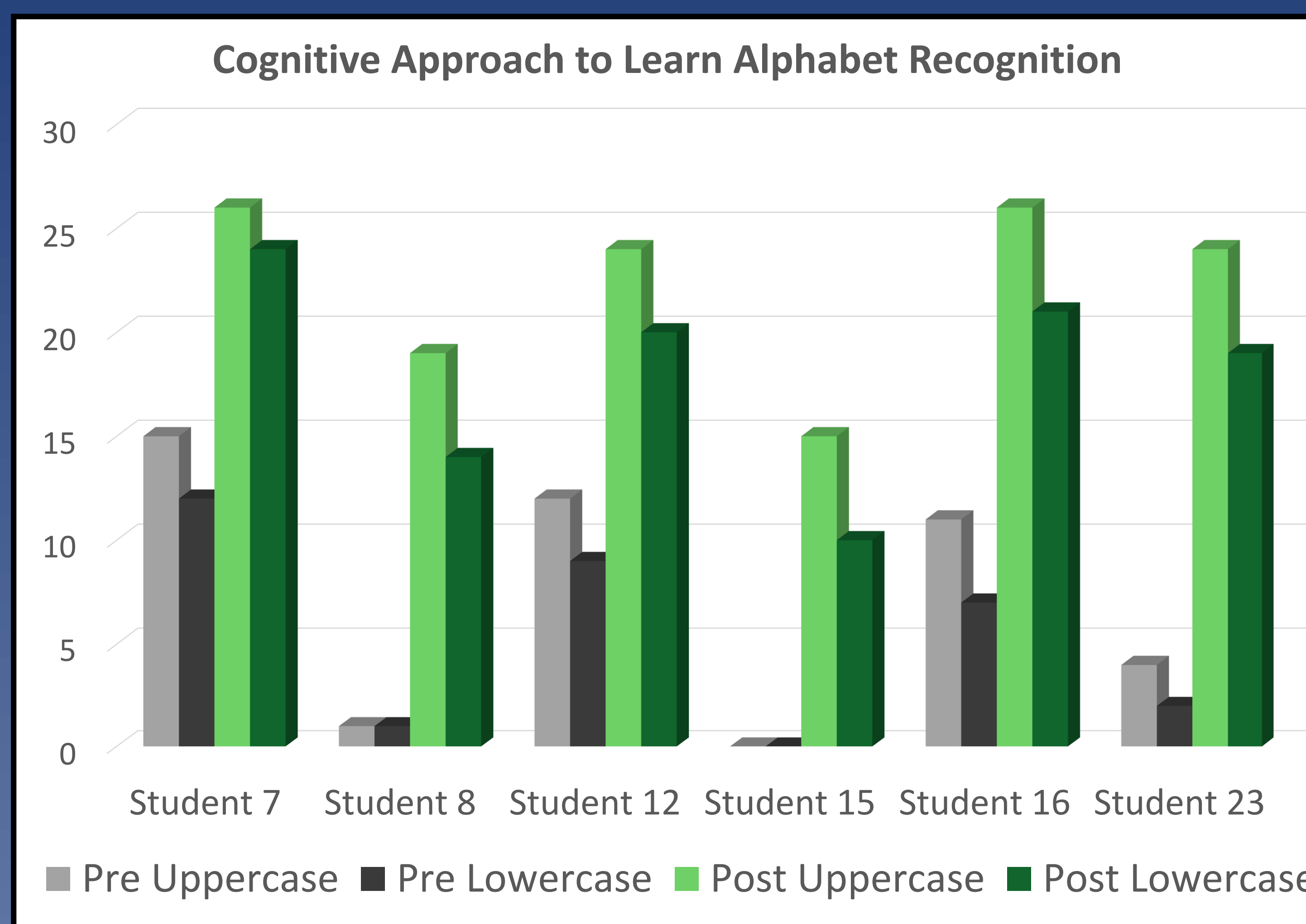


### Cognitive learning group

| Student Number | Pre-assessment Uppercase letters | Pre-assessment lowercase letters | Post-assessment uppercase letters | Post-assessment lowercase letters |
|---|---|---|---|---|
| 7 | 15 | 12 | 26 | 24 |
| 8 | 1 | 1 | 19 | 14 |
| 12 | 12 | 9 | 24 | 20 |
| 15 | 0 | 0 | 15 | 10 |
| 16 | 11 | 7 | 26 | 21 |
| 23 | 4 | 2 | 24 | 19 |

### Kinesthetic learning group

| Student Number | Pre-assessment uppercase letters | Pre-assessment lowercase letters | Post-assessment uppercase letters | Post-assessment lowercase letters |
|---|---|---|---|---|
| 3 | 18 | 10 | 26 | 23 |
| 6 | 4 | 1 | 26 | 22 |
| 11 | 3 | 2 | 23 | 19 |
| 14 | 14 | 10 | 26 | 25 |
| 17 | 11 | 5 | 25 | 23 |

## Research

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