

ABSTRACT

An Exploration of Teacher Sensitivity to Learning Styles of Students: A Need for Development

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This study sought to explore teacher sensitivity to students' learning styles, through meaning derived from the teachers' lived experiences in their ongoing classroom practice. Particularly, it sought to determine how teachers consciously responded to different learning styles in the classroom. Data were obtained from interviews, questionnaires, policy documents, and participant observation. Results suggested that while participants were cognizant of the diverse learning styles and multiple intelligences of students, they held resolutely to traditional methods of whole-group instruction.

Keywords: Learning styles; Teaching methods; Classroom techniques; Teacher attitudes; Primary school teachers; Primary school students; Trinidad and Tobago